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ABSTRACT

An institute, attended by 90 vocational-technical education specialists and students from 40 states and Puerto Rico, was held to communicate new concepts and procedures in vocational education youth organizations to potential change agents in the various states. Institute activities involved formal presentations by A. W. Tenney, C. T. Appell, C. A. Stebbins, G. Swan, R. Anderson, M. Blair, W. J. Brown, Jr., B. I. Blackstone, T. Gambino, M. Hirshfeld, R. J. Holman, A. L. Reynolds, T. R. Jones, and M. Reel, which sought to provide background information related to nine task force groups. Task force members developed recommendations, guidelines, and models, identified commonalities, determined leadership activities, defined areas of research, and explored the guidance, evaluation, and cost benefit aspects of vocational education youth organizations. Some institute recommendations were: (1) The material developed in the institute should be written into a manual on guidelines for youth organizations, (2) A research program should be set up as a cooperative effort between the existing youth organizations to determine new directions and to objectives for youth organizations, and (3) There needs to be a followup institute to treat some of the areas in greater depth. (SB)

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National Institute on the Role of Youth Organizations

IN VOCATIONAL EDUCATION

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Trenton, New Jersey 08625

August 1970

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U.S. Department of Health, Education & Welfare
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NATIONAL INSTITUTE ON THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

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State Department of Education
Trenton, New Jersey 08625

August, 1970

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Recognition must be accorded to the institute consultants for their fine contributions in terms of both content and time. Finally, acknowledgement must be given to the institute participants for their performances above and beyond the stated institute expectations.

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SUMMARY

The main purpose of this institute was to communicate new concepts and procedures in vocational education youth organizations to potential change agents in the various states. To accomplish this purpose, the following major objectives were established: 1) redefining, if needed, of the role of vocational education youth organizations, 2) determining how youth organizations can serve youth with special needs, 3) consideration of ways of implementing the coordination of youth organization commonalities, 4) determining the role of youth organizations as a guidance function, 5) identifying and utilizing the implications of research for improving youth organizations, 6) development of evaluative instruments for use in measuring the effectiveness of youth organizations, 7) identifying and evaluating cost benefits of youth organizations.

The general methodology of the institute involved formal presentations by consultants and task force activities aimed at identification and prognoses for change. Formal presentations sought to provide a background of information related to the various areas to be studied by the task forces.

From the perspective provided, the task force members sought to achieve the institute objectives.

The institute participants succeeded in most cases, in fulfilling the expectation of the conference objectives. They developed guidelines and models, identified commonalities, determined leadership activities, defined areas of research, and explored the guidance, evaluation, and cost benefit aspects of our vocational education youth organizations.

Participants developed individual "Programs of Action" to follow in sharing the products of the institute and in further developing vocational education youth organizations activities at the local and State level based on knowledge gained and attitudinal shift and/or reinforcement.

Personnel from forty states and Puerto Rico were represented in the institute. They included State Supervisors of vocational education, rural, small town and city teachers of vocational education, and representative youth.

CHAPTER I

INTRODUCTION

The institute described herein was initiated in response to a U.S.O.E. publication, dated December, 1968, "Guidelines and Priorities for Short Term Training Programs for Professional Personnel Development in Vocational and Technical Education". Institute Number 27 in this publication was titled, "Role of Youth Organizations in Vocational Education.

Institute Need

1. The genesis for the proposal and the basis for launching intellectual probes were the needs expressed in the final report of the National Seminar to Improve the Use of Youth Organizations in Vocational Education, 1967 conducted by the University of Kentucky and the guidelines listed in the U.S.O.E. publication.

Guideline Objectives

1. The four specific objectives listed in the U.S.O.E. guidelines for soliciting proposals were as follows:

    a. To develop plans for implementing leadership techniques in supervising youth organizations.

    b. To identify criteria and procedures for evaluating the effectiveness of youth organizations.

    c. To examine the dynamics of motivation and identify motivational factors most effective in reaching youth.

    d. To acquire a thorough understanding of ways to develop social skills, leadership abilities, and human relation skills through youth organization programs and activities.

2. The project directors postulated that the above objectives could be achieved by:

    a. Exposing the participants (change agents) to a broad range of programs and approaches dealing with vocational education youth organizations, and

b. Asking the participants to use these programs and ideas as the basis for achieving the objectives of the institute and for future innovation in their respective youth organizations.

Institute Format

1. The plan and organization of the institute was the result of several factors:

   a. A meeting with the Executive Directors or their representatives of the National Offices of the vocational youth organizations.

   b. Meetings held with the New Jersey State Vocational Education Youth Organization Advisors.

   c. The individual thinking and experience of the project director and co-director.

The general format which evolved to attain the institute objectives were:

Pre-institute - each participant received a packet of pre-institute reading materials relevant to the objectives and expected outcomes.

Institute - the participants received additional handout materials prepared specifically for the institute. Excerpts from the 1967 Kentucky Institute, National Seminar to Improve the Use of Youth Organizations in Vocational Education as Teaching Devices were also provided as background material. (See Appendix F)

Each day of the institute commenced with a brief presentation by the co-director of general announcements and the objectives for the day. Consultants from various vocational and academic disciplines, including students and businessmen, gave presentations. The presentations included a variety of formats which included listening teams, Phillips 66, reaction and other types of panels. (See Appendix C)

Eight task forces then convened to discuss the presentations and to develop their responses to specific predetermined questions. Opportunities were provided for the institute participants to further query each consultant during the task force session.

Assisting in the task force deliberation were persons designated as facilitators. These individuals were well versed in group interaction and analysis. Their responsibility was to deal with the heterogeneous backgrounds, experience, and personalities of the participants in order to help the participants complete their assignments.

This unique approach was based on studies that suggested that where a group faces a highly task oriented activity, it is best to cope with the emotional climate in such a manner that the members can then deal effectively with the tasks confronting them.

The participants were reconvened to hear the response of each task force so that all could benefit from the diverse approaches taken to resolve the issues.

Each evening, time was set aside for round table discussion with the directors, facilitators, and evaluators. Appropriate adjustments were made in the schedule and assignments as a result of these deliberations and review of the participant's daily evaluations.

Site and Participants

1. The institute was held on the campus of Rider College, Lawrenceville, during the week of August 11-15, 1969.

The maximum number of conferees was limited in the U.S.O.E. Guidelines to 100. One hundred approved participants were selected to attend.

In addition to the formally accepted participants, representatives from the National Offices of the various Vocational Education Youth Organizations also were in attendance.

Conclusions

1. The vocational education youth organizations provide a unique method of attaining the vocational objectives of the respective disciplines. Not only are the organizations vital to the present offerings, but must be considered prominently whenever the future of vocational subject areas are considered for change. It is felt, however, that while organizations should be kept separate according to discipline, there is need for

closer cooperation and possible coordination of activities at all levels. Such a structure should enable each organization to better serve the needs of its members and the educational needs of the handicapped and disadvantaged. Vocational education should utilize the total educational offerings in school and especially guidance which was singled out as being of particular importance. While the organizations provide the elements for leadership training, good guidance is the key to successfully developing these talents.

Research of the effectiveness of youth organizations is generally lacking. With the new emphasis on and challenges to vocational education today, it is important to determine what new directions and objectives are necessary to keep the youth activities relevant and effective in satisfying current and future needs.

Recommendations

1. The material developed in the institute and presented in this report should be prepared into a manual on guidelines for vocational education youth organizations. (See Task Force Reports and Implications)

2. A research program should be set up as a cooperative effort between the existing youth organizations to determine new directions and objectives for vocational education youth organizations.

3. It is felt that the results of this institute definitely indicates the need for a follow-up institute which can deal in greater depth with some of the areas covered in this report.

CHAPTER II

METHODS AND PROCEDURES

The purpose of this section is to expand upon the general information provided in the previous chapter.

Participant Recruitment and Selection - Criteria for participant selection was outlined in the U.S.O.E. publication dated December, 1968, "Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education."

Participants had to represent vocational education in one of the following categories: State supervisors, rural teachers, small-town teachers, city teachers, and representative youth. Initial recruitment of participants was made by sending all state directors of vocational education institute information and a supply of nominee data record forms (See Appendix A). Informational brochures were also sent to all state supervisors of agriculture, distributive, home economics, office, business, and trade and industrial education. These leaders were asked to call the institute to the attention of personnel in the state who satisfied the eligibility requirements. In addition, each National Office of the various vocational education youth organizations was asked to nominate one national youth officer to attend the institute.

The state directors of vocational education were asked to endorse the data record form of all nominees from their state. Individuals directly contacting the institute directors were referred to their state supervisor or state director.

In selecting participants an attempt was made, within budget limitations, to allow two participants per state with Puerto Rico and the District of Columbia also being considered. An attempt was also made to give equal representation, both numberwise and geographically, to the six vocational education youth organizations.

All nominee data record forms received by the institute were evaluated independently by both the director and co-director and final selections made.

Conferees accepted (See Appendix B) were notified of their acceptance by the project director, and were provided with pertinent information about travel, housing, and institute locale.

Table 1

Number of Participants Attending Institute By States (Including Puerto Rico and District of Columbia)

No. of Representatives Per State in Attendance	State	Total No. of Participants
0	Colorado, District of Columbia*, Louisiana, Mississippi, Nebraska, New Hampshire*, North Dakota*, Rhode Island, Tennessee, West Virginia, Wyoming*	0
1	Alaska, Florida, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, New Mexico, South Dakota, Texas, Vermont	12
2	Arizona, Arkansas, Hawaii, Idaho, Michigan, Minnesota, Missouri, Montana, Nevada, Ohio, Pennsylvania, Puerto Rico, South Carolina, Utah, Washington	30
3	Alabama, California, Connecticut, Delaware, Georgia, Illinois, Kansas, New York, North Carolina, Oregon, Virginia	33
4	Wisconsin	4
5	Oklahoma	5
6	New Jersey	6
	TOTAL	90

*State submitted nominee(s) and individual(s) were accepted for participation in the Institute.

Table 2

Number of Participants Attending Institute By Vocational Youth Organization Affiliation

Youth Organization	No. of Persons By Youth Organization Institute Was Planned to Serve	No. of Persons By Youth Organization Accepted	No. of Persons By Youth Organizations Attending Institute
Future Farmers of Amer.	16	18	18
Future Homemakers of Amer.	16	18	18
Vocational Industrial Clubs of America	16	18	17
Distributive Education Clubs of America	16	18	16
Future Business Leaders of America	16	14	11
Office Education Assoc.	16	8	4
Other	4	6	6
TOTALS	100	100	90

Table 3

Number of Youth Participants Attending Institute By Youth Organization Affiliation

Youth Organization	Number of Youth Institute Planned To Serve	Number of Youth Who Were Accepted	Number of Youth Who Attended
Future Farmers of America	3	3	3
Future Homemakers of America	3	3	3
Vocational Industrial Clubs of America	3	3	3
Distributive Education Clubs of America	3	3	2
Future Business Leaders of America	3	3	2
Office Education Association	3	3	1
TOTALS	18	18	14

Formal Presentations - The complete texts of the formal presentations may be found in Appendix E.

Each presentor was required to prepare a position paper on topical questions provided by the institute prior to the institute. These papers were reproduced and forwarded to the participants for pre-institute reading.

The presentors were also asked to prepare a condensation of the position paper for formal presentation to the conferees and to be available for consultation with the task forces.

Thirteen of the consultants were selected from recommendations made by the National Offices of the vocational education youth organizations.

Task Force Assignments - The task forces, in reality, made the participants the focal unit of the institute.

A deliberate attempt was made to assign at least one adult who had participated in the 1967 Kentucky Institute dealing with vocational education youth organizations, and at least two youth representatives (one a National Officer and one a State Officer) to each task force.

A facilitator was also assigned to each task force to expedite the work of the group. (See Appendix D)

INTRODUCTION TO TASK FORCE REPORTS

CHAPTER III

TASK FORCE RECOMMENDATIONS AND GUIDELINES

All of the participants of the Institute were assigned to one of eight groups referred to as task forces. Nine specific "tasks" were selected as relevant to today's youth organizations and all nine tasks were assigned to each task force for its study and reaction. The collective opinion of all of the participants was included in a written report from each task force covering the nine assigned tasks. While there necessarily has been some editing of the task force reports it is important to keep in mind that the results, as reported here, are as near the original statements as possible. The following information then reflects the opinions of all participants of the Institute.

TASK FORCE REPORTS

Task Number 1

The problem presented as Task Number 1 asked that each group prepare guidelines on the relationship of youth activities to the vocational curriculum. It was the consensus of opinion that the guidelines should be worded so that they could be put into a handbook on youth activities.

Problem A - Preparation of guidelines on the relationship of youth activities to the vocational curriculum.

1. Vocational Youth organizations should be an integral part of the curriculum and should be so set forth in the State Plan.
2. Youth activities should meet the needs and be made available to all youth in vocational programs.
3. All vocational students should be encouraged to join their respective youth organizations.
4. Activities should be directly related to the instructional program both in and out of classroom and be emphasized as co-curricular rather than extra curricular.
5. Teacher education is responsible for inclusion of instruction in the utilization, operation

and values of youth organizations as part of their Pre-service and In-service training programs.

6. Local programs of club activities should follow the patterns of state and national programs.

7. Youth activities should be selected, planned, carried out and evaluated by the youth themselves under the guidance of the club advisor.

8. Youth activities should be geared to the level of the program and enhance skills and/or competencies of students.

9. A sound public relations program should be maintained.

10. All school administrators and staff members should continue to be made aware of the goals and objectives of the local movement and encouraged to participate in and associate with the activities of all youth organizations.

11. Every vocational teacher should have designated responsibilities for youth organization work and receive in-service advisor training.

12. Vocational youth organizations should be encouraged at the post secondary level.

Implication: That any developments in vocational education curriculums include youth activities.

Task Number 2

Six specific problems were contained in Task #2. These involved guidelines on expanding youth activities, motivating activities, skills, training activities and concluding with the question of the possible need for creating new youth organizations in vocational education to satisfy the demand created by emerging vocational occupations.

Problem A - Consensus

A good guideline might well be "Is there a need to start this new youth organization, and if so, will this organization be associated with a clearly defined area of instruction?"

Problem B - Prepare guidelines on expanding youth activities to serve more students

1. Develop programs considering awareness, involvement, and motivation based on students' needs, interests, skills and abilities.
2. Develop activities which will enrich and enforce classroom work.
3. Plan activities with suitable rewards which are compatable with students' occupational interests and personal goals.
4. Activities should be of broad dimension in order to serve all students in the instructional area, and should be of high quality and meet with administrative approval.
5. Youth organizations should retain their present identity to meet the specific needs of their discipline and not be merged into one organization.
6. National and State constitutions should be amended to serve the needs of all students.
7. More training for advisors of youth organizations must be provided.

Problem C - List the youth activities that are motivating

1. Fund raising
2. State and National Competitive activities (contests)
3. Award program - different degree of achievements
4. Research project
5. Service project - school and community
6. Public relations
7. Election of officers - leadership opportunities
8. Social functions
9. Exhibits - local, state, etc.
10. Graduate or alumni follow-up
11. Personal contacts - senators, etc.
12. Involve members in setting up goals and program planning
13. National youth activities week
14. Student - parent activities
15. Inter-organizational activities
16. Employer-employee banquet

Problem D - Specifically list the youth activities that develop social skills

1. Conducting meetings
2. Public speaking
3. Conduct and/or attend functions - social (banquet, dances, etc.)

4. Local, state, national meetings
5. Role playing
6. Committee work
7. Field trips
8. Participation in civic organization activities
9. Recreational activities
10. Public relations activities
11. Career workshops

Problem E - Specifically list the youth activities that develop human relations skills

1. Fund raising and marketing project
2. Role playing
3. Adopting a foster child
4. Participation in community activities
5. Compiling of newsletters or other news media
6. Committee work (projects)
7. Goodwill tours - field trips
8. Speakers' Bureau
9. Club meetings
10. Inter-organizational projects
11. Advisory boards
12. On-the-job training
13. Employee-employer banquet
14. Student exchange - exchange classes

15. Recruitment of new students

Problem F - Is there a need for new youth organizations in vocational education

1. To be determined by survey on the basis of need

2. May be need for health occupations club

3. Transportation club - auto mechanics

4. Club related to space technology

5. Should be organized if there is a need to serve a newly emerging occupation

6. Present clubs should be strengthened before starting new clubs

Implication: Expanded youth activities should be so structured that they: a) motivate and develop social and human relations skills, and b) any new youth organization should incorporate the above while serving new and emerging occupational disciplines.

Task Number 3

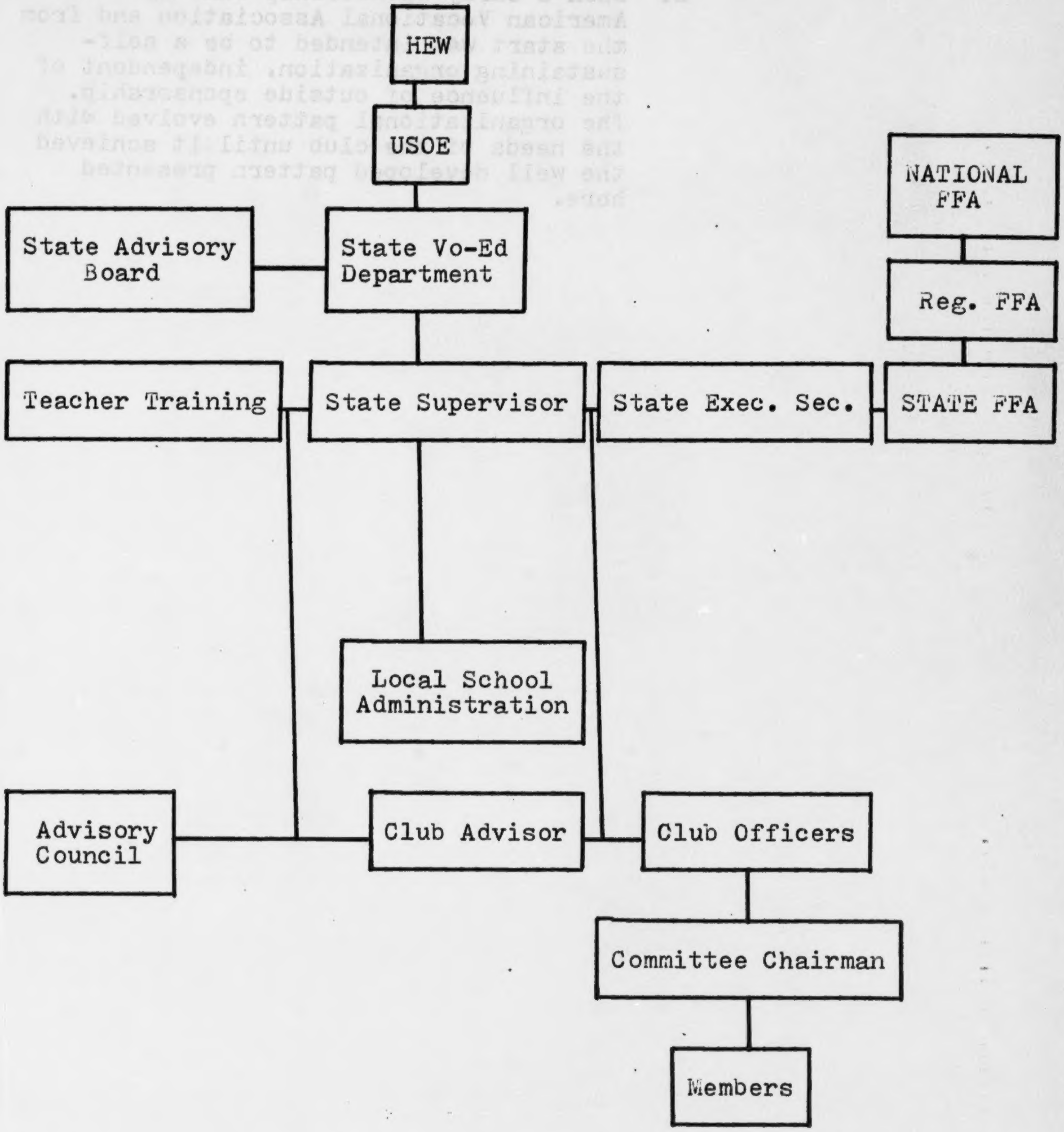
Co-curricular vocational activities have developed organizational patterns depending on the needs of each club beginning at the time of its origin. Task three asked that the task forces study the systems of organization and activities and to list the kinds of cooperation that could be developed between groups.

Problem A - Prepare a primary model system of youth organization activities and alternate models.

1. FFA and FHA were the early clubs to be organized and each was soon recognized by the U. S. Office of Education as a vital function of their respective services. Because of their similarity and their sponsorship in the USOE it is not surprising to find they have the same pattern of organization.

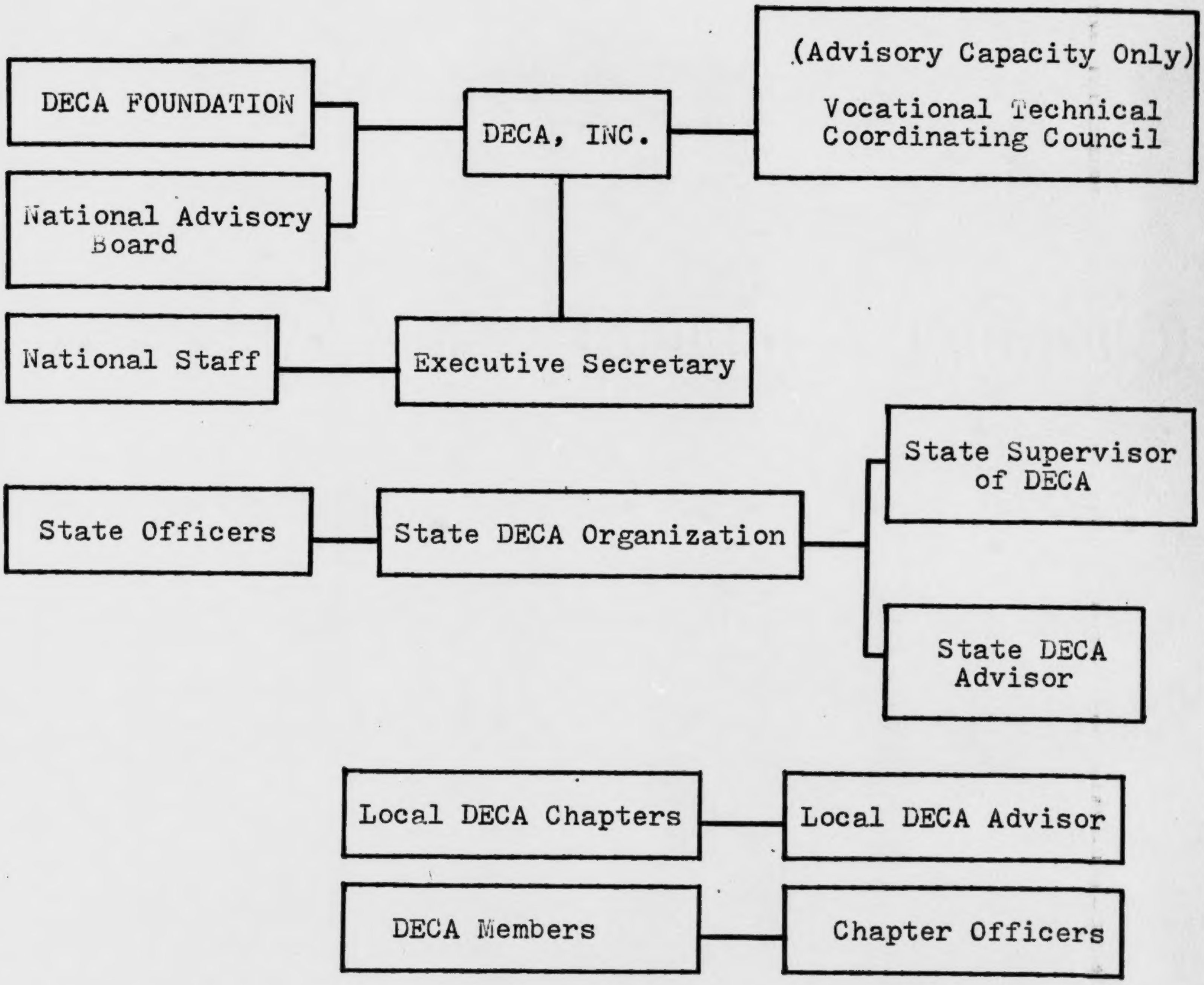
Implication: National youth advisors and/or directors have been given a challenge to reexamine their present organizational structure.

FFA and FHA


HEW
USOE
State Advisory Board
State Vo-Ed Department
NATIONAL FFA
Reg. FFA
Teacher Training
State Supervisor
State Exec. Sec.
STATE FFA
Local School Administration
Advisory Council
Club Advisor
Club Officers
Committee Chairman
Members

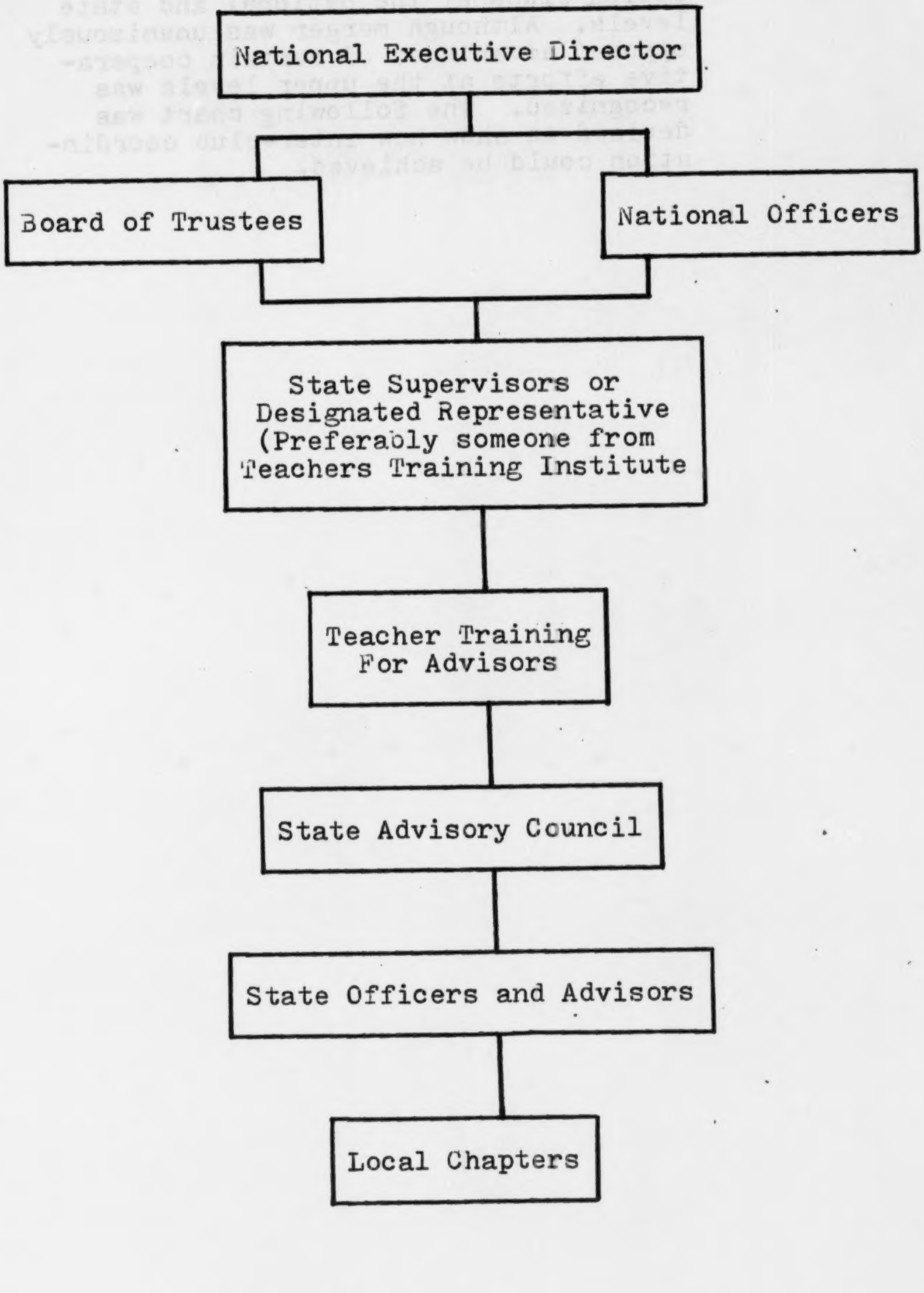
2. DECA's early sponsorship came from the American Vocational Association and from the start was intended to be a self-sustaining organization, independent of the influence of outside sponsorship. The organizational pattern evolved with the needs of the club until it achieved the well developed pattern presented here.

ORGANIZATION CHART FOR DECA

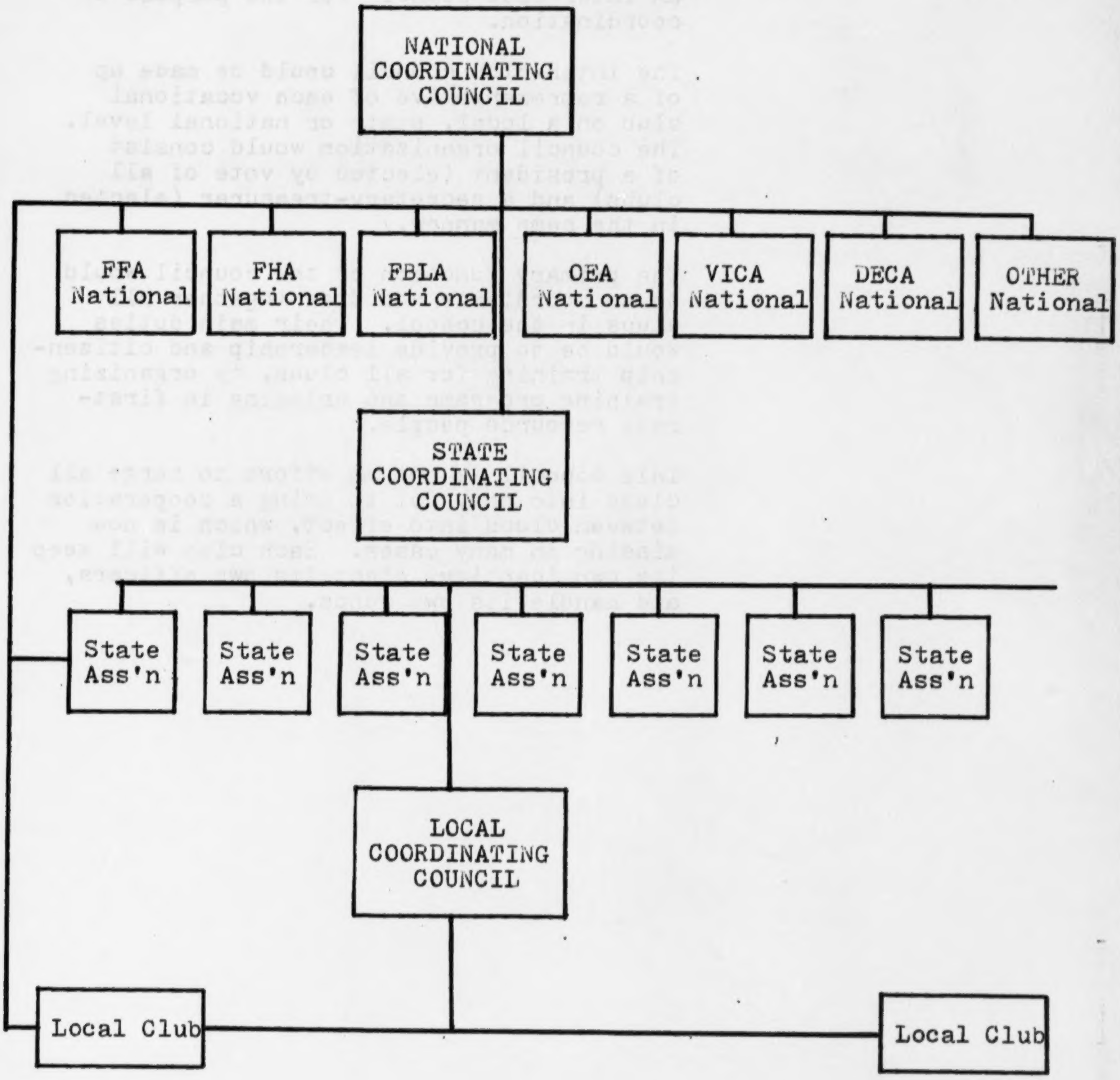

DECA FOUNDATION
National Advisory Board
DECA, INC.
(Advisory Capacity Only)
Vocational Technical Coordinating Council
National Staff
Executive Secretary
State Officers
State DECA Organization
State Supervisor of DECA
State DECA Advisor
Local DECA Chapters
Local DECA Advisor
DECA Members
Chapter Officers

3. FBLA came into being at about the time of DECA. Here again the organization followed the particular needs of business education and its membership.

FUTURE BUSINESS LEADERS OF AMERICA


National Executive Director
Board of Trustees
National Officers
State Supervisors or Designated Representative (Preferably someone from Teachers Training Institute
Teacher Training For Advisors
State Advisory Council
State Officers and Advisors
Local Chapters

4. Consideration was given to some form of coordinated effort among vocational education clubs at the national and state levels. Although merger was unanimously opposed advantages of certain cooperative efforts at the upper levels was recognized. The following chart was devised to show how inter-club coordination could be achieved.


NATIONAL COORDINATING COUNCIL
FFA National
FHA National
FBLA National
OEA National
VICA National
DECA National
OTHER National
STATE COORDINATING COUNCIL
State Ass'n
State Ass'n
State Ass'n
State Ass'n
State Ass'n
State Ass'n
State Ass'n
LOCAL COORDINATING COUNCIL
Local Club
Local Club

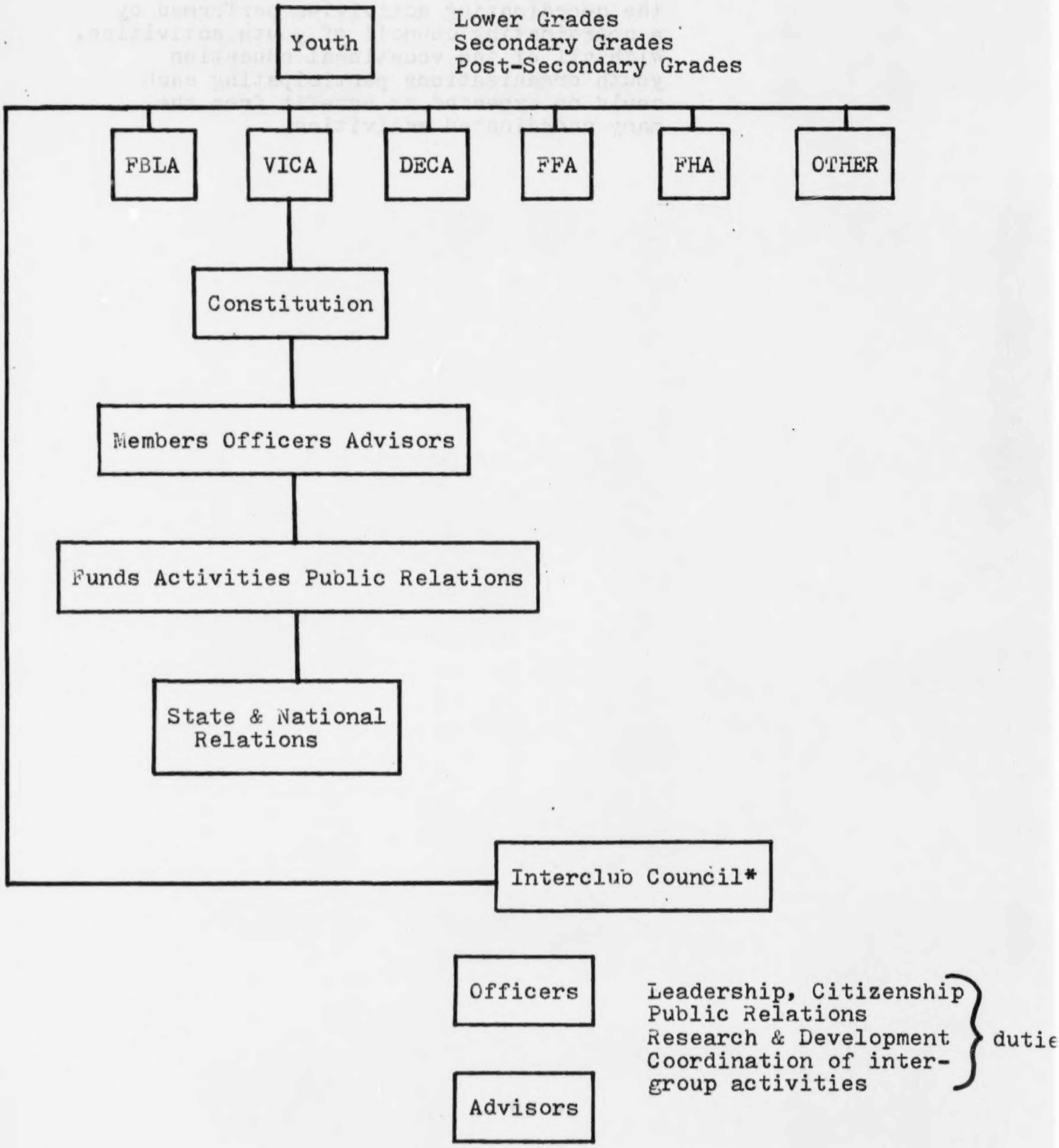
5. An alternate chart was prepared involving an inter-club council for the purpose of coordination.

The inter-club council could be made up of a representative of each vocational club on a local, state or national level. The council organization would consist of a president (elected by vote of all clubs) and a secretary-treasurer (elected in the same manner.)

The primary function of the council would be to coordinate and draw together all clubs in the school. Their main duties would be to provide leadership and citizenship training for all clubs, by organizing training programs and bringing in first-rate resource people.

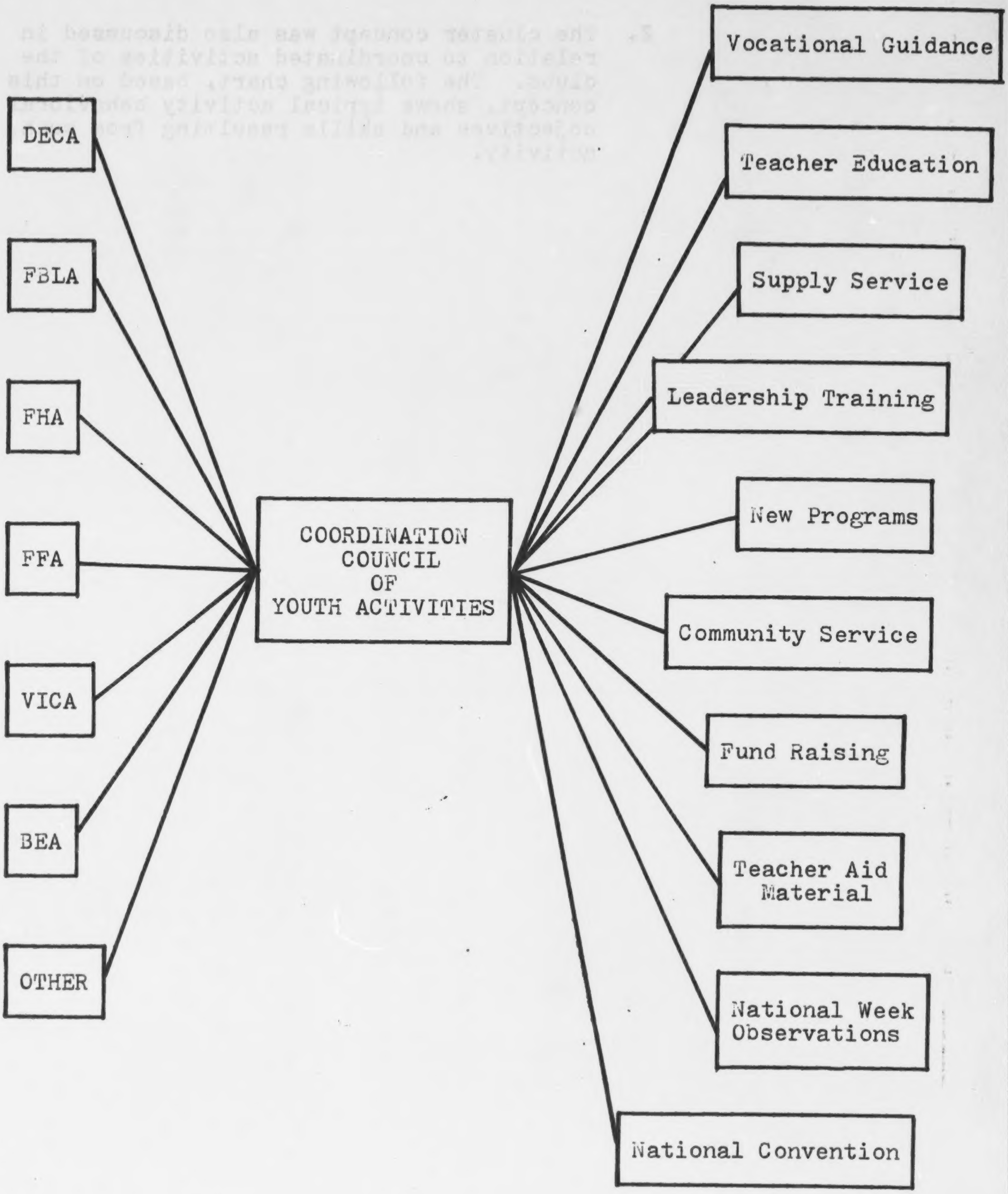
This council is not an effort to merge all clubs into one, but to bring a cooperation between clubs into effect, which is now missing in many cases. Each club will keep its own identity, elect its own officers, and handle its own funds.

MODEL FOR VOCATIONAL YOUTH GROUPS


Youth
Lower Grades
Secondary Grades
Post-Secondary Grades
FBLA
VICA
DECA
FFA
FHA
OTHER
Constitution
Members Officers Advisors
Funds Activities Public Relations
State & National Relations
Interclub Council*
Officers
Advisors
Leadership, Citizenship
Public Relations
Research & Development
Coordination of inter-group activities
dutie

Problem B - List the kinds of cooperation that can be developed between groups within the system.

1. The following chart describes graphically the coordinating activities performed by a coordinating council of youth activities. With all of the vocational education youth organizations participating each could be expected to benefit from the many coordinated activities.


DECA
FBLA
FHA
FFA
VICA
BEA
OTHER
COORDINATION COUNCIL OF YOUTH ACTIVITIES
Vocational Guidance
Teacher Education
Supply Service
Leadership Training
New Programs
Community Service
Fund Raising
Teacher Aid Material
National Week Observations
National Convention

2. The cluster concept was also discussed in relation to coordinated activities of the clubs. The following chart, based on this concept, shows typical activity behavioral objectives and skills resulting from such activity.

Model Youth Organization - Local Level

Based on Cluster Cur. Concept

Activity	Measurable Behavior Objective	Skills Knowledges
(1) Participation Fashion Shows Community Drives	(1) Student can dress appropriately for employment (2) Student can participate in classroom and community activities	SOCIAL (1) Grooming (2) Community (3) Citizenship
(1) Role Playing	(1) Student can assume leadership, followership in major club activities	HUMAN RELATIONS (1) Leadership (2) Attitudes
(1) Employer-employee interview	(1) Student can prepare and deliver a presentation	COMMUNICATION (1) Job seeking (2) Public speaking (3) Writing

3. The following model* breaks student educational activities into career, service, professional, social and finance. These five types of activities lend themselves to cooperation between clubs. Types of training, "Educational Goals" can be found common to all. The means of achieving these goals would certainly assist in program planning.

* NOTE: The model is a composite of the materials developed by the task forces and also includes non-affiliated Institute resources.

GOALS - EDUCATIONAL

1 CAREER	2 SERVICE	3 PROFESSIONAL	4 SOCIAL	5 FINANCE
			Citizenship	
Leadership	Leadership	Leadership	Leadership	Thrift
Human Relations	Human Relations	Human Relations	Human Relations	Human Relations
Social Skills	Social Skills	Social Skills	Social Skills	Social Skills
Competitive Spirit	Competitive Spirit	Competitive Spirit	Competitive Spirit	Competitive Spirit
Cooperative Spirit	Cooperative Spirit	Cooperative Spirit	Cooperative Spirit	Cooperative Spirit
Communications	Communications	Communications	Communications	Communications
Vocational Awareness		Vocational Awareness	Social Concern	Vocational Awareness
Role Perception	Social Concern	Role Perception	Role Perception	Social Concern
Personal Development and Appearance	Personal Development	Personal Development and Appearance	Personal Development and Appearance	Personal Development

YOUTH ORGANIZATIONS

Selects goals and means of achievement which best meet the needs of the individual, group, community, and vocational education course program and/or curriculum.

MEANS AND GOALS

1	2	3	4	5
Field Trips		Field Trips		
Career Days or Workshops		Career Days or Workshops		
Guest Speakers	Guest Speakers	Guest Speakers	Guest Speakers	Guest Speakers
Audio Visual Aids	Audio Visual Aids	Audio Visual Aids	Audio Visual Aids	Audio Visual Aids
Competitive Activities	Competitive Activities	Competitive Activities	Competitive Activities	Competitive Activities
Cooperative Activities	Cooperative Activities	Cooperative Activities	Cooperative Activities	Cooperative Activities
Other Youth Org.				
Prof. Community Org.				
Service Org.				
Employer-Employee Banquet		Employer-Employee Banquet	Parent-Student Banquet	
Officer Training Conf.	OTC	OTC	OTC	OTC
Leadership Dev. Conf.	LDC	LDC	LDC	LDC
Degrees Program		Degrees Program		Degrees Program
Merit Awards Program		Merit Awards Program		Fund Raising Activities or Sales Projects
Scholarships				Scholarships
Speakers Information Bureau	Speakers Information Bureau	Speakers Information Bureau	Speakers Information Bureau	
District, State, Regional, State, National Regional, and National Leadership Conf.				
	Youth Camps		Youth Camps	Youth Camps
Public Relations Proj.		Public Relations Proj.	Public Relations Proj.	
Study of Organization Handbook				
Committee Work	Committee Work	Committee Work	Committee Work	Committee Work
Goodwill Tours	Goodwill Tours	Goodwill Tours	Goodwill Tours	
Representatives to Professional Org.	Representatives to Professional Org.	Representatives to Professional Org.	Representatives to Professional Org.	

Task Number 4

All vocational education is having to squarely face the problems of training to the limits of their ability the mentally retarded, physically handicapped and the disadvantaged. Therefore, co-curricular activities necessarily involves all vocational youth and their respective organizations. Such involvement makes it necessary to study ways these organizations can be restructured, if need be, to provide services to these students.

Problem A - State the youth activities that the Mentally Retarded, Physically Handicapped, and Disadvantaged can participate in regardless of their youth organization affiliation.

1. Mentally Retarded

   a) Team activities -- minds wander too much and not enough coordination to play sports like baseball. Dodgeball or tag is possible.

   b) Recreation -- Swimming is very good. Girls learn to cook.

   c) Safety Campaigns -- Learning how to deal with fire. Learning how to be safe on the street.

   d) Art Therapy -- 1st grade level

   e) Service Projects -- Example: Company giving away samples of a new drinking straw. Their job was to put the straws in groups of five with a coupon and rubber band around them.

   f) Demonstrating personal grooming

   g) Exposure to Vocations -- Exposure to a specific task. Workshop on how to earn a living (very menial tasks).

   h) Responsibility -- ability to get home and into the house without supervision.

i) Big Brother to other handicapped youth.

2. Physically Handicapped

   a) Field Trips -- probably away from large crowds

   b) Team Activities -- limited to their handicap

   c) Specific Task -- using parts of their body that are not handicapped.

   d) Exposure to Vocations -- Small Business Administration sets handicapped up in small business after training.

   e) Recreational -- Swimming

   f) Art Therapy -- Muscle Control

3. Disadvantaged

   a) Cultural Growth

      (1) Art Museums
      (2) Music
      (3) Literature

   b) Recreational Activities

   c) Community activities -- involve students in up-grading community

   d) Speakers -- to build up cultural growth Realistic -- Someone who tells you like it is

   e) Peer Group Instruction -- Someone in their own situation who "made it."

Problem B - State the ways youth organizations can be restructured, if need be, to provide services to these students

Keep present structure of organization but make it more flexible so that the physically handicapped and disadvantaged might participate. You might have a special local supervisor to look into activities for these two groups.

Implication: There are youth organization activities of educational value in which handicapped and/or disadvantaged students can participate. (A mandate for investigation in depth evident.)

Task Number 5

Task Five asked that the groups consider the question of merger of youth organizations at the national and state levels (with rationale) and to consider the need for an overall advisory coordinating committee at all levels.

Problem A - Should there be a merger of youth organizations at the national and state levels?

1. The eight task forces were unanimous in their opinions that there should be no merger of youth organizations at any level. They did however recognize that such a merger had some advantages as well as disadvantages.

    a) Rationale opposed to merger

    (1) Clubs have different interests and objectives
    (2) Loss of identity and support from industry
    (3) Loss of opportunity for more effective leadership training
    (4) Personal initiative lost
    (5) Unwiedly size would cause organizational and administrative problems.
    (6) Danger of clubs losing instructional values
    (7) Difficulty of finding unbiased advisors and coordinators

    b) Rationale in favor of merger

    (1) Power in numbers equals power in politics
    (2) One national week, one state and national convention, one magazine, and one State advisor
    (3) Simplification of accounting
    (4) Satisfy Secondary School Principals Association

Problem B - Should there be an overall youth organization advisory-coordinating committee?

1. (Yes) Should include advisor, student, and teacher.

2. (Yes) Only if each organization does it of their own free will.

3. (Yes) Advising and coordinating activities only -- lobbying power.

Problem C - What youth organization commonalities can be coordinated?

PLEASE NOTE: The following material was gleaned from the formal presentations since the Task Forces did not have time to discuss this item.

1. Processing of membership rosters and dues.
2. Printing and editing of publications.
3. Leadership training sessions.
4. Conference and facility planning.
5. Registration procedures (State and National activities).
6. Constitution revisions.
7. State and Federal tax filing procedures.
8. Composite mailings of youth organization materials to local schools -- efficiency of time and cost.
9. Participation and cooperation in community service projects.
10. Public relations and information.
11. Similarities in research studies.

Implication: No merger of youth organizations but strength through cooperation and coordination is petitioned.

Task Number 6

Three problems centering on the function of guidance were included in Task Six. The problems, as stated, emphasize the recognition on the part of vocational educators of the great need for increased and improved guidance. The task forces were asked to study the role the guidance counselors in youth organizations as well as the role that youth organizations, themselves, may play through their various activities.

Problem A - Prepare guidelines on how guidance counselors can work with youth organizations.

1. Counselors should have a background in vocational education. (If not, youth organizations might prepare an occupational training plan for the counselor to follow during the summer).
2. Counselors should become familiar with purposes of youth organizations and participate in vocational club.
3. Counselors should know vocational jobs and job requirements.
4. Counselors should have adequate time for vocational counseling of students.
5. Teachers and counselors should cooperate in helping to solve student problems.
6. Guidance counselors should use youth organizations as a source of career guidance information.

Problem B - Prepare a statement on the role of youth organizations as a guidance function.

1. Help youth become better persons through group participation.
2. Make available guidance information and provide opportunities for youth to become acquainted with the job requirements and career opportunities.
3. To help youth learn how to make decisions relating to their future plans.

4. Recognize that vocational youth also need guidance and that youth organizations can assist in this endeavor.

5. Provide appropriate youth activities which increase contact between students and counselors.

6. The role of youth organizations as a guidance function should develop, improve, and increase personal contributions of social worth to their immediate group and society in general.

7. Develop literacy and encourage critical thinking.

Problem C - List the youth activities that can serve as a guidance function:

1. Field trips
2. Career days
3. Resource people
4. Films
5. Assemblies (career or vocational)
6. Competitive events
7. Fund raising projects
8. Officer training
9. Cooperative projects
10. Conventions
11. National leadership conferences

Implication: The guidance function should have greater emphasis in vocational education youth organization activities. Guidance counselors in turn should utilize youth organizations and youth organization activities in the performance of their duties.

Task Number 7

Today there is probably no educational goal more important than the development of the leadership potential of our students. Task Seven is directed toward an examination of this area of vocational youth club activities.

Problem A - Define leadership as it applies to students in youth organizations.

1. Motivating, directing and leading the group to reach representative decisions, establish common goals and achieve group objectives.
   a) Leadership includes the following characteristics:
      (1) Concern for others
      (2) Provides direction
      (3) Motivates all members
      (4) Facilitates action
      (5) Believes in democratic principles
      (6) Accepts responsibility
      (7) Ability to work with others and get along with people
      (8) Openminded
      (9) Ability to communicate
      (10) Punctual
      (11) Cooperative
      (12) Empathy
      (13) Confidence
      (14) Patience
      (15) Efficient
      (16) Loyal
      (17) Creative

Problem B - List the ways to develop youth leadership through youth organizations:

1. Use of various group dynamic techniques
2. Encourage that youth be included in "out of the organization" group leadership training programs.
3. Delegate responsibility and authority.
4. Identify and use special talent.
5. Provide recognition.
6. Develop officer training program
7. Make provisions for group projects.

8. Plan special assignments
9. Designate financial responsibilities
10. Serve as officers
11. Ability to speak effectively
12. Evaluating activities
13. Establish guidance program
14. Provide Inter-Club activities
15. Make decisions through problem solving
16. Engage in case study approach
17. Participate in public relations activities
18. Engage in gaming technique
19. Utilize leadership group techniques
20. Perform role playing situations
21. Send demonstration teams throughout the community.
22. Demonstrate ability to work with disadvantaged and handicapped.
23. Start a new chapter in another school district.

Problem C - Develop guidelines on how to evaluate the development of youth leadership.

1. Activities were planned and carried out as a means of reaching established leadership goals.

2. Evaluate the personal growth of each member during the year, on the basis of his involvement in Problem B above.

3. Youth helped others become an active part of the group.

4. Provide opportunity for self-evaluation by individual members.

5. Advisors maintain to have personal data and profile sheets on leadership progress of members.

6. Compare officers and members with other youth organization officers and to other officers within organization.

7. How well did competitive activities aid in the development of youth leadership?

8. Has the youth leadership development activities created a favorable image of the organization in the eyes of the school population?

9. Follow-up of graduates to determine if they are in leadership roles.

Implication: Youth activities do provide the elements from which leadership roles can be developed.

Task Number 8

The long history of vocational youth organizations will show all too little scholarly investigation. Five problems directed the task forces into a study of the areas of research which are needed, suggested techniques, means of disseminating for use, and cost benefit studies.

Problem A - List the research needed regarding youth organizations and youth activities. (Not in priority order)

1. A comparison of classroom and club activities to determine behavioral changes.
2. Compare the employability difference between secondary and post-secondary students who have not participated in youth organization activities.
3. Evaluate the leadership development needs and the activities to satisfy some.
4. How can career objectives be reached through vocational youth organizations as compared with non-vocational youth organizations?
5. Should there be youth organizations in four year college? two year college? other post secondary institutions?
6. What is the benefit of youth organization to career choice?
7. Effectiveness of parent involvement in youth organizations.
8. Determine new methods of motivation and test their effectiveness.
9. Examine the effectiveness of coordination of youth activities at the State level.
10. A feasibility study of vocational youth organizations as a guidance function in the lower grades.

11. Effect of youth organizations on earning capacity.

12. Development of standardized state follow-up.

13. Test youth activities to determine suitability to disadvantaged and handicapped.

14. Test value of Co-op Vocational Education vs. non-cooperative education (both having youth activity components).

15. Determine the role of youth organizations in consumer education.

16. Effective methods of recruitment of students.

17. Extent of advisor participation.

18. What preparation should be included in advisor training?

19. Study community resources available to youth organizations.

20. Feasibility of National Advisory Council for Vocational Youth Organizations.

Problem B - Suggest research techniques applicable to each priority. (#1 through #20 in Problem B refers to #1 through #20 in Problem A above. The key identifies the techniques suggested for use in the corresponding number in Problem A.)

KEY: A - Interview
B - Rating Sheet
C - Observation
D - Statistical correlation
E - Questionnaire
F - Task analysis
G - Case study

1. C & D
2. A, B, & E
3. C & G
4. D, E, & G
5. A & E
6. A, B, D, E, & G
7. C & G

8. A, B, C, D, E, & G
9. A, B, C, D, E, & G
10. D & E
11. A, D, & E
12. A. B, D, E, F, & G
13. C, D, & E
14. A, B, C, D, E, F, & G
15. A, D, & E
16. A, B, D, & E
17. A. B, E, F, & G
18. A, B, C, D, E, F, & G
19. A & E
20. A, D, & E

Problem C - List the ways research findings can be effectively communicated to the teacher so that it can be utilized by him to improve the program.

1. Mail
2. In-service teacher training
3. Teacher education
4. Professional periodicals
5. Youth conducted programs
6. Professional meetings
7. Personal contacts
8. E.R.I.C.
9. Pilot programs
10. Make teachers part of research group

Problem D - List the possible values of cost benefit studies to youth organizations.

1. Budget planning
2. Extension or elimination of activities
3. Development of program
4. Help establish research priorities of youth activities

5. Cost benefits of secondary vs. post-secondary student participation in vocational youth organizations.
6. Achievement of objectives
7. Utilization of human resources
8. Cost savings in preventing drop-outs
9. Elimination of errors
10. More efficient management
11. Lower chapter expenses
12. Reduce travel cost
13. Identify alternative methods
14. Programs justification
15. Set priorities
16. Logical sequence of curriculum activities
17. Show need for increased money from legislature
18. Determine educational value of Youth Organizations

Problem E - Develop a cost benefit analysis

Cost of Youth Activities	Benefits of Youth Activities
1. Dues	1. Leadership
2. Contributions and Grants	2. Followership
3. Local, State, and Federal funds	3. Employability
4. Time and salary of advisor	4. Scholarships
5. Physical plant used	5. Fellowship
6. Materials used	6. Citizenship

7. Travel and field trip expenses	7. Recognition
8. Awards and recognition	8. Contribution to society

Implication: Research into the effectiveness of vocational educational youth activities and alternatives is needed.

Task Number 9

There is a strong possibility that any lack of effective evaluation can be traced to the lack of a variety of instruments which can be used. Task problem nine was directed to determine a variety of instruments to evaluate effectiveness of youth organization activities.

Problem A - List one or more techniques for evaluating the effectiveness of youth organizations.

1. Case Slides -- Follow-up Studies
2. Voluntary association of alumni
3. Advisory councils
4. Observation
5. Role playing -- Group dynamics
6. Interviewing
7. Sociograms
8. Questionnaire or Survey
9. Field Trips
10. Demonstration
11. Job achievement
12. Rating sheet
13. Personal interview
14. Self evaluation
15. Group evaluation
16. Performance standards
17. Contest participation

Implication: Various instruments for gathering data on youth activities should be developed in order to aid advisors in assessment.

CHAPTER IV

EVALUATION

There were four variant forms of assessment made during the Institute. They were a daily participant's evaluation, end of Institute assessment, analysis by an evaluation team, and individual "Program of Action."

The first was designed and utilized as a management device to tap and reveal prevailing negative attitudes or agenda "softspots" which could be immediately redressed. The overall purpose for this procedure was to minimize or expiate any problems inorder for the participants to be as comfortable and relaxed as was plausible.

The end of Institute assessment helped provide quantitative and qualitative data for use by the U.S.O.E. and the directors in determining if the Institute objectives were achieved.

The proceedings of the Institute were monitored by an evaluation team. The purpose was to obtain immediate feedback. This was used conjunctively with the daily evaluations resulting in adjustments where feasible. The task force facilitators helped implement the adjustments.

On the final day of the Institute, the evaluation team summarized their assessment of the Institute. (Questionnaires and Evaluation Remarks will be found on the following pages.)

In the final analysis, the impact of Institute tasks will be determined by what the participants have done as change agents to improve the effectiveness of their youth organization's activities with the knowledge gained and in materials received. To this end, they, under the direction of the evaluators, submitted suggestions for their "Program of Action." This material was collated and a final document achieved. At the conclusion of the Institute each enrollee completed his "Program of Action" on the instrument that he helped to construct. This will be compared to data received on a follow up using the same instrument. An assessment will then be made to determine if the participants fulfilled their personal "Program of Action" which was one of the anticipated outcomes of the Institute.

DAILY INSTITUTE EVALUATION FORM

August 11, 1969

NAME OF SESSION ______________________________

Did meetings start on time?_____ If not, how many minutes late? _____

Did meetings close on time?_____ If not, how many minutes over or under? _____

EVALUATION OF PROGRAM:

A. Speakers

1. Speaker's Name ______________________________
   Very Good ______ Good ______ Fair ______ Poor ____
   Comments: ______________________________
   ____

2. Speaker's Name ______________________________
   Very Good ______ Good ______ Fair ______ Poor ____
   Comments: ______________________________
   ____

3. Speaker's Name ______________________________
   Very Good ______ Good ______ Fair ______ Poor ____
   Comments: ______________________________
   ____

4. Speaker's Name ______________________________
   Very Good ______ Good ______ Fair ______ Poor ____
   Comments: ______________________________
   ____

Page 1 of 2 pages

5. Speaker's Name ________________________________

Very Good _____ Good _____ Fair _____ Poor _____

Comments: ________________________________

____

6. Speaker's Name ________________________________

Very Good _____ Good _____ Fair _____ Poor _____

Comments: ________________________________

____

B. Program (other than speakers)

Very Good _____ Good _____ Fair _____ Poor _____

Comments: ________________________________

____

C. Arrangements:

Comments: ________________________________

____

D. Task Force #1

Comments: ________________________________

____

Task Force #2

Comments: ________________________________

____

E. Additional Comments: ________________________

____

____
(Your Signature)

You are invited to continue your comments on the reverse side if necessary.

Return IMMEDIATELY after the close of the day to: Ralph Bregman or James C. Vance. Thank you.

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2

EVALUATION

National Institute
Role of Youth Organizations in Vocational Education
Trenton, New Jersey
August 11-15, 1969

I. Extent to which the "Objectives" of the Institute were attained

Objectives	Quite Well	Adequate	Not Adequate	No Response
1. To redefine the role of youth organizations in vocational education	36	39	10	1
2. To determine how youth organizations in vocational education can serve youth with special needs	32	35	19	
3. To consider ways of implementing the coordination of commonalities of vocational education youth organizations	28	48	10	
4. To determine the role of youth organizations as a guidance function	29	51	6	
5. To enable professional leaders to more effectively implement the leadership techniques utilized by youth organizations	17	52	15	2

6. To identify methods of utilizing the implication of research for improving youth organizations and to develop guidelines for effective dissemination	7	57	20	2
7. To develop evaluative instruments for use in measuring the effectiveness of youth organization program as a part of vocational education	9	40	27	10
8. To identify and evaluate the cost benefits of youth organizations	14	41	28	3

Comments: (Continued)

1. Particularly, liked the Task Force idea. Purposeful objectives planned and carried out.
2. I believe this institute could have been carried on by ten carefully selected people.
3. Excellent topics - more time was needed to discuss them.
4. More student power.
5. Did not develop instrument for evaluation of youth organizations.
6. Objectives were covered extensively but I can never feel that a satisfactory job was done.
7. We made progress in all areas; few concrete decisions.

II. Evaluation of the "Design" of the Institute Program

Objectives	Excellent	Good	Fair	Poor	No Response
1. Purpose of the institute	30	45	8	2	1
2. Theme for, each day of, the institute	27	49	9	1	
3. Variety of presentations, panels discussions, task work etc.	20	46	13	3	4
4. Use of "facilitators" to aid in accomplishing "tasks" in the group discussions	50	21	6	7	2
5. Adequacy of "time element" to accomplish the assigned tasks	10	31	26	19	

Comments:

1. Combine Task Force reports and make only one report on each task to the general assembly.

2. Excellent - many tasks could have been expanded by group determination - time element confined task-force discussions to the task at hand.

3. The idea of using "facilitators" is excellent. The successful use is determined by the individual serving in that capacity and to some degree on the composition of the group.

4. The task force sessions were the most beneficial to me as a student.

5. The two youth representatives in our group participated most effectively.

6. Task force assignments were generally met with personal bias.

7. Too many presentations; not adequate time M-T-W for task assignments.

8. I felt more involved when I was in my task force. They were great!

9. My "hat is off" to the people who so adequately provided such a "rash of information" in such a short period of time - I knew we were going to have to "work" when I left home - I am tired but I have enjoyed it and received much from it.

10. Presentations should include use of audio-visuals.

11. Fewer speakers (speakers were very redundant); more discussions.

12. Our facilitator added to our group success.

III. Evaluation of the "Content" of the Institute Program

Objectives	Excellent	Good	Fair	Poor	No Response
1. Extent of which presentations were appropriate, of quality content,hhelpful, and challenging	20	44	16	4	2
2. Extent to which the panels contributed to carrying out the purpose of the institute	15	49	16	2	4
3. Extent to which the discussions, task work, and reports contributed to carrying out the purpose of the institute	38	38	9		1

4. Extent the "tasks" were appropriate for group deliberations	28	44	12	2	

Comments:

1. Over one-half of the time I spent here was wasted, for me personally.
2. Tasks were the strongest part.
3. I think that our youth should have had more participation in panel discussions.
4. Material for presentations should have varied from position papers.
5. The latter sessions on research, cost benefit analysis, and evaluation were too technical for student participants.

IV. Evaluation of "Arrangement and Facilities" for Institute

Objectives	Excellent	Good	Fair	Poor	No Response
1. Receipt, of position papers, ahead of the institute	37	36	6	7	
2. Extent to which participants were informed of the institute program	31	29	18	6	2
3. Extent to which participants were informed regarding transportation	49	26	7	3	1
4. Extent to which the facilities were adequate for the institute	44	30	6	2	4

Comments: (Continued)

1. Facilities were just fine - nice campus - food good - people very friendly.
2. Lack of extra-curricular activities.
3. Well-planned, little sleeping, studying next day assignment.
4. Food good - rooms for task force work good. Auditorium did not lend itself to a feeling of closeness.
5. Lack of transportation for use when there was some free time.
6. The staff and all concerned are to be commended for arranging the excellent facilities.
7. The New Jersey State Department of Education Staff were gracious hosts - the people at Rider have been patient and considerate.
8. Food was good and varied - a pleasant surprise! Facilities should have been closer together. Sleeping quarters could have been air-conditioned.
9. Excellent pre-conference work, director and assistant director went out of their way to follow-up pre-conference information.

V. Other Items

Objectives	Excellent	Good	Fair	Poor	No Response
1. Extent of your personal growth this week	38	45	2		1
2. Adjustments made in schedule and services resulting from daily evaluations	18	59	5	4	

3. Evaluation of this instrument	16	51	8	1	10
4. Evaluations of participant's involvement in developing the "follow-up" instrument	18	40	10	4	14
5. Overall evaluation of the institute	27	43	9	3	4

Comments:

1. I have learned a lot this week which will help my state in the future.

2. In spite of any negative comments I may have made this week, I must observe that the staff of the Institute deserves a big thanks for all their hard work. It was a fine enjoyable conference. I met some fine people.

3. Seems that too much work was crammed into too little time. A little more leisure time would have been desirable.

4. This institute showed improvement in structure over the 1966 institute, as it should have. Had impression that everything attempted was to be accomplished, as if there would not be such an institute in the future. I hope there will be others in the future, with involvement of participants setting objectives and structures.

5. The last two days were more relaxing. There were times when I felt very inadequate, but I'm delighted I received the opportunity to participate and feel I have gained much valuable knowledge.

6. The idea was good - weak points - more students were needed - they should have had a bigger part - too much said about handicap, disadvantage, mentally retarded students, merger, and wishful thinking.

7. An excellent institute - my only complaint is that I felt we had too many speakers.

8. It was much better than I had expected - a real privilege to participate. I expect to do a better job this year as a result of this Institute.

9. This gave me the opportunity to meet people of different clubs and to learn how their clubs and mine are so closely related.

10. I thought we would mostly contribute. However, I am leaving having gained much more personally than I have given.

11. The experience was good. However, I am sorry we didn't face the real problems more squarely. A (cooperative) systems approach is probably going to be necessary much sooner than many of the participants recognize.

12. Great personal growth and development began this week. An experience I feel every person in the field of vocational education should have.

13. Unfortunately most of the institute was of little value to me. I have gained some enlightenment, but I am not sure if the knowledge I gained was worth the time and money spent.

14. I cannot determine the value of this institute, because the conference was not directed to me. The institute was not for my benefit as much as it was for the adult participants.

15. Truly great experience for me, one that should be offered to more youth in the future.

EVALUATION REMARKS
Friday, August 15, 1969
By

Dr. Harold Binkley

- A tremendous amount of conceptualization, planning, and hard work has gone into getting this institute organized and carried through. Major tasks included:

  - Locating and arranging for the speakers - 20 in addition to the Washington staff.

  - Arranging for the speakers to prepare position papers ahead of the date of the institute. And, for the most part, reproducing these and mailing them to participants ahead of time. This was a monumental task in itself and conflicted with getting the State Plan finalized at the same time.

- I observed many very fine things going on this week which have been helpful to all. I shall name only a few.

1. Perhaps most important was the planning sessions held by the directors each night for the facilitators. These sessions were scheduled for 30 minutes, but usually lasted two hours.

   a. This group studied your evaluation sheets for the day to determine what could be done to improve the next operation.

   b. They went over the tasks for the next day to determine how to clear up terms, to simplify tasks, and how to facilitate the discussions. They even let me, the evaluator, offer suggestions at these night sessions.

   c. An observation - you, participants for the most part, "groaned" through the first day with the facilitators. Today you respect, admire, and appreciate the facilitators.

   d. Another comment on the day-to-day evaluations - your directors read all 90 of these each night and have responded to your requests and desires, to the extent possible. To name a few - tea, milk, sweets, and a night at the theater.

2. Other good things which I observed include:

   a. Good arrangements for task force committee work with supplies in each room.

   b. Writing of the tasks on chalkboard to keep group on the subject.

   c. Election of chairmen and reporters the first day for each task to be accomplished during the week - roles we passed around -- leadership, recording, and reporting.

   d. Names were placed on the chairs in meeting rooms to get the participants acquainted with one another at the first session.

   e. More and more involvement of youth day after day.

3. Suggestions for improving such an institute (one week) in the future.

   a. Make clear at the opening session the objectives of the institute (give participants copies) and the procedures and plans for attaining the objectives. Make clear the tasks and caution the participants to see the relation of the tasks to the objectives.

   b. Have pre-designated chairmen for the discussion groups the first day. Provide suggestions to the chairmen. This will help get the task forces "on target" and going early the first day.

   c. Have fewer speakers with more time to deal with the assigned topic - encourage use of visuals.

   d. Have pre-designated individuals, before arrival at the institute site to serve as a questioning panel to react to position papers.

   e. This was a tight schedule - perhaps the directors tried to accomplish too much, but what would you have left out?

4. Recommend production of complete final report in sufficient copies to provide one copy to each participant and several copies to the State Directors of Vocational Education.

5. My overall evaluation of the institute is excellent. I have learned a lot that will be useful to me. I am sure the participants feel the same.

APPENDIX A

PARTICIPANT DATA FORMS

NOMINEE DATA RECORD

NOMINATION FOR NATIONAL INSTITUTE - ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION	Return completed nomination to Mr. James C. Vance, Dir., Institute - Role of Youth Organizations in Vocational Education, Division of Vocational Education, New Jersey State Department of Education, 225 West State Street, Trenton, New Jersey 08625. (Nomination Deadline - June 2, 1969)

I. PERSONAL INFORMATION

1. Full Name Dr.
   Mr.
   Mrs. ______________________________
   Last Name First Name Middle

2. Home Address ______________________________

3. Current Professional Position:

____

____

____

4. Position Responsibilities:

____

____

____

5. Institution Address: ______________________________
   Name Street

4/27/69

6. What responsibilities will nominees have as a result of this project?

____

____

II. EDUCATION

1. List in chronological order all educational institutions attended and degrees earned. (Show number of hours earned if the nominee does not hold a degree.)

Educational Institution	Area of Specialization	Degree-Year	Hours-Year

2. List all courses completed in professional education dealing with research and research techniques.

3. Please attach a copy of all research studies you have conducted.

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III. TEACHING EXPERIENCE

Starting with the position nominee will held for year 1969-1970, show all prior teaching experience.

Institution	Location	Title of position-subjects taught, other duties, i.e., work experience programs	Dates

IV. OCCUPATIONAL EXPERIENCE

List experiences in working with youth with most recent experience given first.

Employer	Location	Position & Duties	Part-time or Full-time	Dates

V. PROFESSIONAL MEETINGS AND WORKSHOPS

List all professional meetings and workshops nominee has attended in the past three years.

Name of Meeting	Major Topic	Date & Length

VI. PROFESSIONAL MEMBERSHIPS

List current professional memberships.

VII. PROFESSIONAL WRITINGS

List published articles and other writings produced during the last five years.

VIII. SPECIAL AREA OF INTEREST

Such as Advisor, Executive Secretary, etc. to youth organizations; Administration of Vocational Youth Organization Programs - State level, etc.

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IX. SEMINAR DISSEMINATION

Have nominee describe briefly on blue insert sheet how he intends to share and use the learnings, information, and other material gained from the institute in home state or locality.

X. LOCAL PROJECT PLANS

Are there plans for developing, implementing, expanding or improving a vocational youth organization program in your system next year? (A short explanation would be helpful.)

____

____

____

____

____

____

XI. ENDORSEMENT OF STATE DIRECTOR OF VOCATIONAL EDUCATION

I recommend the attendance of this nominee to the national institute on the role of youth organizations in vocational education because ______________________________

____

State Director ____________________ Phone __________

I recommend the attendance of this nominee to the national seminar on the role of youth organizations in vocational education because ______________________________

____

Local Administrator ____________________ Phone __________

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INSERT SHEET

XII. STATEMENT BY NOMINEE

If selected as a participant at this national institute, I will be willing to devote adequate time prior to the institute to study materials provided me, to devote my entire time during the institute to instruction and study, and to complete necessary follow-ups on institute outcomes.

______________ ________________________________
Date Signature of Nominee

Those selected as participants will receive round-trip transportation from their home community to the workshop designated for their state and a stipend of $75.00 per week for expenses during the one-week workshop.

Name ________________________________ State ____________
Last First Middle

XI. SEMINAR DISSEMINATION

A. Describe briefly how you propose to share the learnings, information and other material gained from the institute with other interested personnel in your state.

B. Describe briefly how you propose to use the learnings, information and other material gained from the institute when you return home.

4/27/69

PARTICIPANT ACCEPTANCE RECORD

Date ________

NAME ______________________________
(Please print)

SUMMER ADDRESS ______________________________

TELEPHONE: (Summer) ______________ Area Code ____

Please check appropriate response.

1. I will be housed at Rider College Yes ____ No ____

2. I plan to drive. Yes ____ No ____

   If yes, license number ____________ State ____

3. If No to question (1) do you wish

   Motel Accomodations? Yes ____ No ____

   If yes, please describe accomodations and terms of reservation.

4. Social Security Number ______________

____
Signature of Participant

APPENDIX B

LIST OF PARTICIPANTS

PARTICIPANTS AT THE NATIONAL INSTITUTE ON THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Adams, Jackie (Miss)
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APPENDIX C

INSTITUTE PROGRAM

AGENDA
for
NATIONAL INSTITUTE
on
THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

August 11 - 15, 1969

Conducted by - Division of Vocational Education
New Jersey State Department of Education

Institute Staff*:

Mr. James Vance, Director
Mr. Ralph Bregman, Co-Director
Mr. Edward Brower, Host
Dr. Harold Binkley, Evaluator
Dr. Glenn Z. Stevens, Evaluator
Mr. Richard Neville, Group Facilitator

*Assisted by New Jersey State Vocational Youth Organization Advisors.

PROGRAM

Sunday, August 10, 1969

TIME	ACTIVITY	LOCATION
12:00 - 8:00	Registration	Lobby, Switlik Dorm
6:30 - 8:00	Get Acquainted	Lounge, Switlik Dorm

RECEPTION

Monday, August 11, 1969

Theme: Redefining the Role of Youth Organizations in Vocational Education (All presentations will be held in the Fine Arts Auditorium)

Morning

8:15	Breakfast - Student Union
8:15 - 8:20	Welcome - Dr. Walter A. Brower, Dean of School of Education, Rider College and Dr. Robert M. Worthington, Assistant Commissioner of Education, State Director of Vocational Education, New Jersey.
8:20 - 8:50	Institute Challenges, Dr. A. Webster Tenney, Senior Program Officer, Liasion Activities, U.S.O.E.
8:50 - 9:00	Orientation - Director and Co-Director of Institute.
9:00 - 9:40	"Youth Activities - Content Oriented, Human Relations, Community Oriented, Both, or Another Orientation?" Dr. Clara Appell, Consultant, Home Economics, State Department of Education, Connecticut. Mr. Charles Stebbins, Ass't. State Supervisor, Trade and Industry, State Department of Education, New York.
9:40 - 9:50	Reaction Panel
9:50 - 10:00	Questions and Comments
10:00 - 10:20	"The Development and Implementation of Citizenship, Leadership and Followership." Mr. Gary Swan, Student at Cornell University, New York, Former National FFA President.
10:20 - 10:30	Questions
10:30 - 10:40	Mr. Richard Neville - Institute for Managerial, Assistance and Human Development, Washington, D. C.

10:40 - 10:50	Break
10:50 - 12:30	Task Force Session #1 (small group meetings of Institute participants) (See Task Force Assignments)
12:30 - 1:30	Lunch - Student Union

Afternoon

Theme: Redefining the Role of Youth Organizations in Vocational Education (continued)

1:30 - 2:00	Summary by Chairman of Task Force Session #1 Fine Arts
2:00 - 2:30	Task Force Session #1 (Wrap-Up) - Institute Participants
2:30 - 2:45	Break
2:45 - 3:15	"How Can Youth Activities Be Expanded to Serve More Students and Is There A Need For New Youth Organizations in Vo-Ed?" Mr. Richard Anderson, Past National Officer, Post-Secondary DECA, Lynnwood, Washington. Dr. Margaret Blair, Director, Introduction to Vocations, State Department of Education, New Jersey. Dr. William Brown, Jr., Research Coordinating Unit in Occupational Education, North Carolina State University.
3:15 - 3:30	Listening Teams
3:30 - 4:00	Team Reports
4:00 - 5:00	Task Force Session #2 - Institute Participants
5:00 - 6:30	Dinner Hour - Student Union
6:30	Group Facilitators, Task Force Chairman, Evaluators, and Directors meet (Memorial Hall - 3rd Floor, Student Faculty Room)
7:00	Preview of Films on Youth (Optional) (See Evening Theatre)

Tuesday, August 12

Theme: Redefining the Role of Youth Organizations in Vocational Education (continued)

Morning

8:15 - 8:30	Announcements
8:30 - 9:00	Summary by Chairman of Task Force Session #2
9:00 - 9:20	"Structuring a System of Youth Organizations and Activities" - Dr. Bruce Blackstone, Program Planning Officer, Head, Office Occupations Education, U.S.O.E. (NOTE: Since Dr. Blackstone was unable to be present, a panel was convened to discuss his topic)
9:20 - 9:40	"Other Youth Groups Through Which Cooperative Efforts Might be Established" - Mr. Thomas Gambino, Director of Career Development, State Department of Education, New Jersey.
9:40 - 10:00	Mr. Richard Neville
10:00 - 10:15	Break
10:15 - 11:00	Task Force Session #3 - Institute Participants
11:00 - 11:30	Summary by Chairmen of Task Force Session #3 to group
11:30 - 12:30	Lunch

Afternoon

Theme: How Youth Organizations in Vo-Ed Can Serve Youth With Special Needs

12:30 - 1:50	"Characteristics of Youth With Special Needs and How These Youth Might Be Included in Vocational Youth Activities" Dr. Marvin Hirshfeld, Department of Distributive Education, Temple University, Pennsylvania

	Dr. Richard J. Holman, Specialist, Mentally Handicapped, Division of Disability Services, Rehabilitation Services Administration, DHEW.
	Mr. A. L. Reynolds, Ebony Management Association, Chicago, Illinois
	Mr. Thomas R. Jones, Chief Consultant, Coordinated Vocational-Academic Education, Texas.
1:50 - 2:30	Phillips 66 - Mr. R. Neville
2:30 - 2:45	Break
2:45 - 5:30	Task Force Session #4 - Institute Participants
5:30 - 6:30	Dinner Hour
6:30 - 7:00	Group Facilitators, Task Force Chairmen, Evaluator and Directors meet.
7:00 - 9:00	Special Interest Sessions (DECA, FHA, FFA, FBLA, OEA, and VICA, if needed)

Wednesday, August 13

Theme: Ways of Implementing The Coordination of Commonalities of Vo-Ed Youth Organizations.

Morning

8:15 - 8:30	Announcements
8:30 - 9:00	Summary by Chairmen of Task Force Session #4
9:00 - 10:45	"Merger? Advisory Coordinating Committee? Commonalities?"
	Miss Mildred Reel, National FHA Advisor.
	Mr. Harry Applegate, Executive Director, DECA.

Dr. O. J. Byrnside, Executive Director, FBLA.

Mr. Walter Chojnowski, Executive Director, OEA.

Mr. William Paul Gray, National FFA Executive Secretary.

Mr. Larry Johnson, Executive Director, VICA.

Mr. Richard Haner, Youth Leadership Development, State Department of Education, New York.

10:45 - 11:00 Mr. R. Neville

11:00 - 11:15 Break

11:15 - 12:15 Task Force Session #5 - Institute Participants

12:15 - 1:15 Lunch

Theme: The Role of Youth Organizations As A Guidance Function

Afternoon

1:15 - 2:15 Task Force Session #5 (Continued)

2:15 - 2:30 Break

2:30 - 3:00 Summary by Chairmen of Task Force Session #5

3:00 - 4:30 "Youth Organizations As A Guidance Function"

Dr. Hugh Houghton, Chairman, Department of Counselor Education, State University, College at Brockport, New York.

Mrs. Ruth Ford, Guidance Counselor, Winter Park High School, Florida.

Mrs. Mary Schneider, Guidance Counselor and VICA Advisor, Tulsa Area Vocational-Technical Center, Oklahoma.

Mr. Hubert Strayhorn, Director, Division of Youth, Department of Community Affairs, New Jersey.

Opposing Views and Rebuttals after each presentation.

4:30 - 6:15 Dinner

6:30 - 8:00 Task Force Session #6 - Institute Participants

8:00 Group Facilitators, Chairmen, Evaluator and Directors meet.

Thursday, August 14

Themes: How To More Effectively Implement Leadership Techniques Utilized By Youth Organizations.

Identification of Methods of Utilizing The Implications of Research For Improving Youth Organizations.

Morning

8:15 - 8:30 Announcements

8:30 - 9:00 Summary by Chairmen of Task Force Session #6

9:00 - 11:30 "Leadership Techniques, Their Implementation." Task Force Session #7

11:30 - 12:15 "Methods and Implications of Research For Improving Youth Organizations" - Dr. Edward T. Ferguson, Specialist, Research and Development, Ohio State University.

12:15 - 12:30 Mr. R. Neville

12:30 - 1:30 Lunch

Theme: Identification and Evaluation of Cost Benefits of Youth Organizations

Afternoon

1:30 - 2:15 "Value of Cost Benefit Studies to Youth Organizations and Techniques of Cost Benefit Analysis" - Dr. Teh-Wei Hu,

	Assistant Professor of Economics, Pennsylvania State University.
2:15 - 2:30	Questions and Answers
2:30 - 2:45	Break
2:45 - 5:30	Task Force Session #8 - Institute Participants
5:30 - 6:30	Dinner Hour
6:30 - 7:00	Group Facilitators, Task Force Chairmen, Evaluator and Director meet.

Friday, August 15

Theme: Development of Evaluative Instruments for Measuring Effectiveness of Youth Organizations.

Morning

8:15 - 8:30	Closing Announcements
8:30 - 10:00	"Evaluative Instruments for Measuring The Effectiveness of Youth Organization Goals and Objectives" Dr. Phillip Teske, Research Specialist, USOE
10:00 - 12:00	Task Force Session #9 - Institute Participants

Afternoon

12:00 - 1:15	Institute and Participant Critique and Closing Luncheon. (Participant evaluations of Institute to be returned and vouchers completed.)
1:15	Final Critique - Group Facilitators, Evaluator and Directors only.

APPENDIX D

TASK FORCE ASSIGNMENTS

NATIONAL INSTITUTE ON THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION
AUGUST 11-15, 1969

TASK FORCE ASSIGNMENTS

All Task Force Sessions will be held in Memorial Hall.

TASK FORCE NO. 1
Mr. John McLaughlin - FACILITATOR

ROOM - M 310 (Youth Group)

Name	State	Affiliation
Mr. William Brady*	Georgia	DECA
Mr. John Madson	Nevada	DECA
Mr. John MacKenzie	Oklahoma	DECA
Mr. Rudolph Navarro	Arizona	FBLA
Miss Wilma Bricker	Illinois	FBLA
Miss Jackie Adams	Delaware	FHA
Mr. Charles Arensmeier	Missouri	FFA
Mr. Sam Stenzel	Kansas	FFA
Mr. Anthony Juestrich	New Jersey	FFA
Mr. William Clynes	Connecticut	VICE-FBLA
Mr. Ken Wood	New Mexico	VICA

TASK FORCE NO. 2
Mr. Peter Sissman - FACILITATOR

ROOM - M 312

Mr. Charles Hulse*	Arizona	DECA
Mr. Anthony Maucione	Idaho	DECA
Mr. James Traina	New Jersey	DECA
Miss LaHolme McClendon	Alabama	FBLA
Mr. John Adams	Illinois	OEA
Mrs. Marjorie Rendulic	Florida	FHA
Mrs. Margaret Apel	Wisconsin	FHA
Mr. George Garland	Texas	VICA
Mr. Harold Shoaf	Kansas	FFA
Mr. Charles Byers	Kentucky	FFA-VICA
Miss Vicki Taff	Oklahoma	VICA
Mr. William Oleson	Oregon	VICA

TASK FORCE NO. 3
Mr. Fred Kelner - FACILITATOR

ROOM - M 314

Miss Barbara Logan	Michigan	DECA
Mr. Albert Sternberg	New Jersey	DECA
Mr. Patrick Van Huss	Maryland	FBLA

TASK FORCE NO. 3 (Con't)

Mr. Lee Matthis	North Carolina	FBLA
Miss Santos Socorra Cora	Puerto Rico	FHA
Miss Susan Bailey	Virginia	FHA
Mr. Robert Jensen	Utah	FFA
Mr. Jerry Davis*	California	FFA
Mr. Walter Stein	Delaware	VICA
Mr. Davis Bradshaw	Washington	VICA
Mr. Samson Shigetomi	Hawaii	ALL

TASK FORCE NO. 4

Mr. John School - FACILITATOR

ROOM - M 319

Mr. Ted Best	Oklahoma	DECA
Mr. John Brophy	New York	DECA
Mrs. Florence Sakai	Hawaii	FBLA
Mr. Dean Rolfs	Minnesota	OEA
Mrs. Virginia Ericson	South Dakota	FHA
Miss Evelyn Saul	New Jersey	FHA
Mrs. Mary Jackson	Michigan	FHA
Mr. Christopher Johns	Oregon	FFA
Mr. James Fink	Pennsylvania	FFA
Mr. Bobby Woodall	Georgia	VICA
Mr. Carlos Rodriguez*	Puerto Rico	VICA

TASK FORCE NO. 5

Mr. Warren Shaw - FACILITATOR

ROOM - M 317

Mr. Robert Hoffman	Iowa	DECA
Mrs. Elaine Hoover	Nevada	FBLA
Mr. James Urness	Wisconsin	OEA
Miss Mildred Huber*	California	FHA
Mrs. Francis Kearse	South Carolina	FHA
Mr. Jeff Hanlon	Oregon	FFA
Mr. William Cox	Georgia	FFA
Mr. George White	Alabama	FFA
Mr. Jack Williams	Illinois	VICA
Mr. Austin Loveless	Utah	VICA
Mr. Bruce Hargrove	North Carolina	ALL

TASK FORCE NO. 6

Mr. George Onufer - FACILITATOR

ROOM - M 315

Mr. James Navarra	Missouri	DECA
Mr. Harvey Owens	South Carolina	DECA
Miss June D'Eustachio	New Jersey	FBLA

TASK FORCE NO. 6 (Con't)

Mr. R. C. VanWagenen*	California	FBLA-DECA
Mrs. Billie Robinson	Arkansas	FHA
Miss Linda Evans	Montana	FHA
Mr. Charles Keels*	North Carolina	FFA
Mr. John Cecchini	Connecticut	FFA
Mr. Timothy Renshaw	Indiana	VICA
Mr. Gordon Johnson	Wisconsin	VICA
Mr. Jack Berry	Oklahoma	VICA

TASK FORCE NO. 7

Miss Joan Goldschmidt - FACILITATOR

ROOM - M 303

Mr. Charles Guatney	Vermont	DECA
Sister Margaret O'Brien	New Jersey	FBLA
Mr. Joseph Butz	Pennsylvania	FBLA
Miss Sally Atkinson	Alaska	FHA
Miss Martha Frizzell*	Oklahoma	FHA
Mr. Leon Brown	New York	FFA
Mr. Richard Howard	Maine	VICA
Mr. John Fitzgerald	Massachusetts	VICA
Mr. Fred Faulks	Idaho	FFA
Mr. Tony Hoyt	Arkansas	FFA
Miss Kristy Mosley	Delaware	VICA

TASK FORCE NO. 8

Miss Jean Feinberg - FACILITATOR

ROOM - M 306

Mr. Guy Patton	Montana	DECA
Mr. Dennis Coplen	Washington	DECA
Mr. Elton Murphy	New York	FBLA
Mr. Dwane Noble	Ohio	OEA
Miss Evelyn Cotney*	Alabama	FHA
Miss Carol Oberle	Kansas	FHA
Miss Cora Rice	Connecticut	FHA
Mr. Donald Shinn	New Jersey	FFA
Mr. John Davis	Ohio	FFA
Mr. Ronald Olson	Minnesota	VICA
Mr. Leonard Sterry	Wisconsin	I. A.
Mrs. Emily Rickman	Virginia	FHA

TASK FORCE NO. 9

ROOM - M 302

Miss Mildred Reel	U.S.O.E.	FHA
Mr. William Paul Gray	U.S.O.E.	FFA
Mr. Harry Applegate	Virginia	DECA

TASK FORCE NO. 9 (Con't)

Mr. Larry Johnson	Virginia	VICA
Mr. Walter Chojnowski	Wisconsin	OEA
Dr. O. J. Byrnside	Washington, D. C.	FBLA

NOTES

* Individual was a participant in the 1966 Kentucky Conference on Vocational Youth Organizations.

DECA = Distributive Education Clubs of America
FBLA = Future Business Leaders of America
OEA = Office Education Association
FHA = Future Homemakers of America
FFA = Future Farmers of America
VICA = Vocational Industrial Clubs of America

APPENDIX E

PRESENTATION TEXTS

CHALLENGES FACED BY YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Dr. A. W. Tenney*

Mr. Chairman, ladies and gentlemen, it is both a personal pleasure and a professional privilege for me to have the opportunity to greet and to meet with leaders and representatives of the national youth organizations in the field of vocational and technical education. I bring you greetings from Dr. Leon Minear, Director of the Division of Vocational and Technical Education. I am pleased that a national institute is being held on "The Role of Youth Organizations in Vocational Education." I commend Mr. Vance and Mr. Bregman and others who have cooperated in making this institute possible.

It is fun and challenging to work with youth. I congratulate each of you for the progress you have made and for the service you are rendering to these organizations. There are many opportunities for expanded services to these splendid organizations. I recognize the great progress that has been made since national vocational youth organizations were first established. The record of the development of these organizations on the local level has never been completely documented. I know youth organizations were started on the local level shortly after the passage of the Smith-Hughes Act in 1917.

In 1938, the Future Farmers of America became the first vocational education youth group to organize on a national level. The Future Business Leaders of America became a national group in 1942, the Future Homemakers of America in 1945, the Distributive Education Clubs of America in 1965. The Office Education Association, the youngest of these organizations, was organized in 1967. The health education field has yet to form a national vocational club. I have served as a consultant to the National Health Council during the past three years while they have investigated the possibility of developing a youth organization. A major study has just been completed by the Council suggesting ways health agencies can develop a youth organization.

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*Dr. Tenney is Chief of the Service Branch, Division of Vocational and Technical Education, Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Today we face great challenges and problems involved in the continuation and expansion of youth programs in the field of vocational and technical education which offer a great opportunity.

First, we are challenged to keep youth organizations integral parts of vocational and technical education. From the very beginning these youth organizations have been integral parts of our regular vocational education instructional program. It is interesting to note that as soon as the Future Farmers of America became national, members of the staff of the Agricultural Education Service asked the old Federal Board for Vocational Education for an official ruling concerning the legality of Federal funds being used to support a youth organization which was an integral part of the vocational education training program. In 1930, the Comptroller General ruled that it was legal for such programs to receive Federal funds if they were regular parts of the training program. By conducting youth organizations in this way, it is possible for teachers and staff members of the State Departments of Education and U. S. Office of Education to use part of their working time to implement the activities of these youth organizations. If we should ever separate the youth organizations from the instructional programs, in my opinion we would face great difficulty in maintaining them as strong youth organizations.

We face also the challenge of developing and maintaining an active association in each State. A number of the youth organizations have already attained this objective. A number have not and this is a challenge that we certainly must meet. We must serve all eligible students; those who are enrolled in vocational education in high school and in post-high school classes. This is a challenge that has not yet been met by any of the youth organizations. Some have enrolled a very high percentage of eligible students. This provides an almost unlimited opportunity for the expansion of most of the youth organizations represented here.

We have had much experience in administering youth organizations in the public high schools. We have had much less experience in administering such programs in post-high schools. Fortunately, DECA has had several years experience serving post-high school students; perhaps other youth organizations can learn from the constructive programs they have developed. Thousands of students are now being enrolled in post-secondary schools and many of these students want and need the training which they can receive from strong youth organizations. It is essential for local units of these organizations to be developed wherever programs of vocational education are offered in secondary and post-secondary schools. This will make possible the enrollment of all students who are eligible. In some of the very large area schools and large secondary schools, it may be necessary to develop a number of local units in a field such as trade and industrial education and then have them all belong to one large club or chapter. This will also provide an opportunity for most instructors to share in the administration of these youth organizations.

We face the challenge of developing strong programs of work. These programs should be developed with the full cooperation and assistance of all of the members of the organization so that the program will truly represent the interests of all of the members who belong to the club. The programs should be revised and updated each year. After programs are developed we should try to use all members in carrying out the program of activities. This can be done by organizing committees and by giving the responsibility for implementing the program to them. All members should participate in a number of different activities.

We must refrain from the practice that is so easy to follow of having only the most capable members assume all positions of leadership and responsibility. When I was director of a local chapter of the FFA, I developed an unofficial slogan which to me was very meaningful. "I will do nothing that I can get a member of the chapter to do for me if he can do it well and if in the doing of it he will improve himself." We must also give consideration to the use of others. I am referring now to parents, friends, and others in the community. You will find that many of these individuals will covet the privilege of assisting you in your work if you will but give them the opportunity. I am on the National Council of the Boy Scouts of America and have the highest regard for the way the boy scouts have learned to utilize lay leadership. We must recognize at all times that these youth organizations are not our programs; they really belong to the community and we should let the representatives of the community share wherever possible in the conduct and implementation of the programs of these splendid organizations.

We must motivate our teacher educators to emphasize youth organizations so that those who are preparing to teach may be adequately prepared to serve as advisors of these organizations. We must hold workshops for teachers and State staff members to help to prepare them to do a good job serving as advisors of a local club, chapter or State association. This is especially necessary for clubs such as VICA and OEA. Some of the good trade and industrial education teachers said, "We want a strong VICA Club in our school, but we have not been trained how to conduct a club." I have suggested to all such teachers that they should contact the advisors of other vocational clubs in their school and obtain their assistance. I told them I was sure that they could count on all the leaders of the other clubs to give wise counsel and assistance to help a club such as VICA.

We face a challenge of holding strong State and national conventions. These conventions can have great influence on the nature and quality of the programs carried out by the local units of youth organizations. The conventions also provide an opportunity for contests if desired and for the presentation of appropriate awards. They give much recognition to young people and provide a laboratory for the development of leadership.

There is a need for the development of the individual and for the development of additional guides on leadership. Some of these guides may be developed cooperatively by different organizations.

Much work has been done on leadership training of officers. This is a task which must be faced each year. It is most important for National, State, and local officers to be adequately trained so that they may know how to carry out their responsibilities. Leaders of different youth organizations may find it helpful to cooperate in the training of officers, I am pleased that some States have already made great progress in this respect.

It is important to obtain and budget adequate funds to carry out the activities of these organizations. A number of organizations represented here are facing great difficulty in obtaining enough funds to carry out the aggressive programs that they have planned. This is most important. It is essential to prepare budgets carefully and to safeguard the expenditures of funds.

We also face the challenge of using officers effectively. This is being done more effectively each year. Many organizations, however, do not have adequate funds to provide the travel that is really necessary for these officers. We certainly expect them to attend State conventions and to represent their organization at many national meetings and in other ways.

Each youth organization in vocational and technical education should have a firm legal base. The articles of incorporation should clarify the working relationship of the organization to the administrators and to the vocational education instructors. Provision should be made for a close working relationship with the U. S. Office of Education, with the State Departments of Education and with the local school boards. All of these youth organizations have been incorporated under the laws of one of the States. The Future Farmers of America has a charter granted by the Congress of the United States. The other organizations might consider carefully the advisability of attempting to obtain a charter from the Congress.

It is also important for each of the organizations to develop and keep up to date the national policies of the organization. These policies can guide the activities of a national organization, the State associations and the local units.

Youth organizations in vocational education have the opportunity to cooperate in many different ways at the national, State, and local level. For example, many leadership centers have been developed by the Future Farmers of America. Future Homemakers of America have cooperated in many States with the FFA in the development of these leadership centers. Frequently they have been called State camps. I believe that it is much better, however, for them to be called State Leadership Training Centers. Fortunately, the other youth organizations in vocational education are beginning to use some of these centers. New York for several years has been striving to interest the other organizations in cooperating in the further development of their leadership center in the mountains. These centers may be developed so they may be used during the entire year by these organizations.

Youth organizations may also cooperate in officer training. Just two weeks ago I received a letter from Vermont telling me of the leadership training program that had been provided for State Officers of all vocational education youth organizations. This type of an activity is worthy and is to be commended. In addition, the opportunity exists to develop many educational materials which may be used by all of the organizations. It is unnecessary for each organization to develop guides for

State officers and for other activities. Wherever possible, these organizations should cooperate in the development and use of educational materials.

Youth organizations face the challenge of developing adequate public information programs. None have adequate staff to do a thorough job in this respect - all are making considerable progress. There is need for news releases, movies, slide films, exhibits, and other materials which will inform the public of constructive activities. Some of the organizations are finding it timely and appropriate to conduct an annual goodwill tour both at the State and national levels. These tours can provide an opportunity for officer development and for informing the public about youth organizations.

All of the organizations have made some progress in the development of a national magazine. It is important for each organization to publish a national magazine which is mailed to all the members. It can have a great influence and will inform members and their parents about the objectives and activities of the organization. We should strive to provide the most attractive and effective magazine possible.

The Vocational Education Amendments of 1968 provide funds to implement vocational training programs to serve the disadvantaged and the handicapped. All the youth organizations should study carefully ways in which they may include in their programs activities and projects which can serve the disadvantaged and the handicapped. There are many ways in which these organizations can be of direct service to these youth and perhaps adults. In addition, the organization can give backup support to instructors in connection with the development of instructional programs to serve these people.

Youth organizations in vocational education have been operating now for many years. It is recognized that many constructive things have been and are being done. It is timely, however, to evaluate carefully the activities of these organizations so that they may be wisely redirected for the next quarter century. Research can play a major role in helping to determine the activities which are most beneficial to members. The findings of research studies can help guide the improvement of programs of activities of all these organizations.

There are many activities which may be conducted by one organization and not by another. Each organization should give careful consideration to the advisability of developing a number of other major projects. Several of the organizations have developed a foundation which provides an opportunity for friends from business and industry as well as organizations and individuals to contribute financially to the organization. A foundation may be national in character or it may be organized on the State or local level. These foundations help to promote interest on the part of the contributor. Many times companies or individuals who make a contribution become more closely associated and interested in the activities of the organization and, therefore, may make available additional services which in some respects may be of greater value than their financial contribution. FFA and DECA have had foundations for many years. VICA is now in the process of and OEA is considering developing such a foundation.

Careful study needs to be made of the advisability of establishing a national, State and local award program. Many organizations have found that these awards can have a strong motivating influence on members if the award programs are carefully planned and constructively administered. The award programs should supplement and not interfere with regular instructional program in vocational and technical education. A foundation can help by providing funds for the award program.

Mention was previously made about the problems of obtaining a budgeting adequate funds. A supply service can help to provide funds for the support of an organization. A supply service provides at the lowest possible cost appropriate, well-designed supplies that bear the emblem of the organization. It is much easier to control the services and the merchandise when the supply service is managed by the organization. If the membership is large enough, a supply service can be a profitable business venture. In addition to providing needed finances, a supply service will make possible the providing of supplies in an effective, efficient manner.

Consideration needs to be given to the advisability of starting an alumni association. DECA has been successful in developing such an association. Other organizations are giving consideration to starting one. An alumni association makes it possible for former members to keep in close touch with the organization which, in turn, makes it easier to use these former members to promote and further develop organizational activities.

One of the major purposes of youth organizations is to motivate members to greater achievement. I sometimes describe this as striking the magic spark. These organizations offer numerous opportunities for instructors and for officers to strike the magic spark.

I asked a group of national FFA officers why they were officers. When I asked this question of Jay Wright of Nevada, he said, "Let me think just a moment, Mr. Tenney, I have never been asked that question before." Then he told me this story: When I had completed the eighth grade, I was riding with my brother on the ranch. I thought my brother was a wonderful man and held him in high esteem. As we were riding together inspecting the cattle, my brother said, "Jay, will you do something for me?" I knew that my brother wouldn't ask me to do anything that wasn't right so I said "Yes, if you want me to do something for you I will do it." My brother struck me a might blow because he said, "Jay, I want you to enter the FFA public speaking contest this fall when you enroll in vocational agriculture in high school." Up to the present time I had gotten out of speaking before any class or group in school. Because of my promise to my brother, I enrolled in vocational agriculture, joined the FFA and entered the national public speaking contest.

I said, "Jay, what happened". He said, "The first time I got up I could hardly speak and, of course, I lost." I said, "How about the second year?" He said, "I got beat again." I said, "The fourth?" He said, "Believe it or not, I gradually improved and I won the chapter public speaking contest." I said, "What happened in the district contest?" He said, "I got beat again but the motivation and training that started me on my way gave me additional encouragement and confidence and led to my becoming regional star farmer in the Western States and now a national officer of the FFA.

If we could find the best ways of striking the magic spark, we could motivate all our students in vocational and technical education to the highest attainment possible.

The road to success in the directing of youth organizations is not easy, but it is most rewarding. Youth organizations can be and are of great service in the occupational fields. They help to add additional prestige to these fields. In addition, these organizations are of tremendous service to the students. They are likewise of great help to the local schools and communities and are of great value to the States and to the nation.

You are to be commended for the privilege that is yours of providing national, State and local leadership to youth organizations. Cornelia Adair said, "A task without a vision is drudgery; a vision without a task is but a dream; but a task with a vision is the hope of the world." Surely we have a task with a vision as we strive to provide effective training for students in youth organizations in vocational and technical education.

THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Dr. Clara T. Appell*

In attempting to redefine the role of youth organizations in vocational education, it seems worthwhile to consider a capsuled backdrop to reflect upon the human condition. Hence, the following excerpt:

> It was the best of times, it was the worst
> of times,
> it was the age of wisdom, it was the age of
> foolishness,
> it was the epoch of belief, it was the epoch
> of incredulity,
> it was the season of Light, it was the season
> of Darkness,
> it was the spring of hope, it was the winter
> of despair,
> we had everything before us, we had nothing
> before us,
> we were all going direct to Heaven, we were
> all going direct the other way
> -- in short, the period was so far like the
> present period that some of its noisiest
> authorities insisted on its being received,
> for good or evil, in the superlative degree
> of comparison only.[1]

Thus spoke Charles Dickens more than 110 years ago. Do we not similarly ponder the human condition today?

We stand on the threshold of one of man's most herculean, scientific achievements --- the landing on that heavenly body, the moon. Simultaneously, however, our earthly home is not yet in order to serve all people with dignity.

Yet, it is recognized that through man's unique capacity to actualize his curiosity we have acquired many amazing instruments of modern living. Already, we take for granted the electronic magic of television, little realizing that it represents the accomplishment of a dream begun almost 150 years ago. Both the earlier introduction of the printed word and the more recent widespread availability of television have provided powerful communication media to mirror our vacillating and schizoid qualities "for good or for evil."

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[1] Dickens, Charles, A Tale of Two Cities. (1859)

Although the television screen has entered most homes within the last ten to twenty years, it cogent effect is revealed in its extensive use. It is said that by the time a child has entered kindergarten he already has experienced some 8,000 hours of televiewing. Within a man's life time an average total of viewing time may be equivalent to ten to fifteen years. Note too, the easy adaptation of language acquired from television usage. Many of us have come to accept the suggested "hippie" phrases of "turn-on... turn-off... tune-in." The current generation of youth can no longer recall living without the ubiquitous box that brings the world into the living room and provides a potpourri of information, entertainment and escape. A new cinematic generation is with us, more oriented to the instant experiences offered by the newest potent audio-visual medium.

To look back even further, prehistoric man's survival depended upon securing food to assuage his hunger and control over the destructive elements of nature, cold and pestilence. Gradually, necessity required that man learn to use his brain to control his environment. From the beginning, "the survival of the fittest" belonged to those with physical stamina, courage and intelligence.

Indeed, it is a basic fact of history that man has been preoccupied with mere survival for centuries. Few were masters while most men toiled. Gradually, men and nations have come to seek independence -- (and primarily within the last two centuries.) Hence, it can be said that essentially, the two outstanding ongoing needs of men have been the search for BREAD and FREEDOM.[2]

For fuller actualization, for personal survival today, man must seek a unity of self and feel purposeful productive involvement in contributing to shared concern for others. There may be elements of destructiveness in the excessive egocentric expectation "to do your own thing." Can man live unto himself only? In a "Sensate Society"[3] success appears to be defined as the achievement of an easy instant constant pleasure-leisure satisfaction. Have we oversold "happiness" in place of balance of personal gratification and participation in giving-caring relationships?

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[2] McCord, William. The Springtime of Freedom. Oxford University Press. 1965. New York

[3] Kahan, Herman and Weiner, Anthony J. The Year 2000. (1967) MacMillan, New York

Now, let us turn to youth organizations in vocational education. In the deepest sense, perhaps they can offer another avenue in the search for "bread and freedom."

Within schools, vocational youth organizations began in 1928 with the Future Farmers of America. Earlier, in 1917, the Smith-Hughes Act provided funding for public vocational education indicating new concern for youth to be prepared for employment. Previously, schools were largely subject or thing-oriented. Now schools were beginning to move beyond the traditional 3 R's of reading, 'riting and 'rithmetic, and becoming people-oriented. Concomitantly, there was a new appreciation of the child as a person of worth.

Essentially, youth organizations in vocational education programming represent those club structures of, by, and for the students within public secondary schools, and related to vocational programs of:

- Agricultural Education: FUTURE FARMERS OF AMERICA - FFA
- Business Education: FUTURE BUSINESS LEADERS OF AMERICA - FBLA
- Distributive Education: DISTRIBUTIVE EDUCATION CLUBS OF AMERICA - DECA
- Home Economics: FUTURE HOMEMAKERS OF AMERICA - FHA
- Office Education: OFFICE EDUCATION ASSOCIATION - OEA
- Trade and Industrial Education: VOCATIONAL INDUSTRIAL CLUBS OF AMERICA - VICA

These youth organizations provide students in the vocational education programs with opportunities to participate in youth-directed, school endorsed club programs related to specific areas in the world of work and/or, in home economics, to family life. Here young people share in the innumerable experiences of less-formalized learning exemplified by a practical subject speciality human relations laboratory of a youth organization.

The student is encouraged to share in self-directive involvement guided by responsible teacher advisement and with invited cooperative participation of appropriate community resource persons as noted in these illustrations: for Agriculture - the farmer, in Business Education - business representatives, in Home Economics - parents. Primarily, vocational education youth organizations are nonprofit, nonpolitical and should encourage "participatory democracy."

Student-directed club processes can build new awareness and understanding about the implementation of parliamentary procedure in leadership and supportive membership roles. Such recognition is to be desired for effective responsible citizenship participation. Officers, the general membership too, may have varied experiences with community, regional, state and national meetings. Attendance at state and national conventions provides each student with an opportunity to come to know more about other persons and their life styles in new geographical locations.

Most importantly, the human relations skills provide the greatest challenge within youth organization program activities, in ways as resourceful as the leadership available. The very center of personal growth is to be found in the relationship experiences with those "significant others." The "significant others," are all those persons felt, experienced and perceived as influential, contributing constructive and destructive components of each individual's self. Beyond one's parents, (other close relatives, and the peer group) teachers and especially club advisors can be inspiring persons too. In a recent survey of almost 1,000 FHA'ers, 27 percent of students reported that teachers and FHA advisors were valued as feminine models to be emulated.[4]

The teacher-advisor can facilitate an atmosphere and climate contributing to increased self acceptance and self-discovery. There can be the added human dimension of discovering more about one's self, one's peer group, and the authenticity of teacher as a real person, reciprocally responding with the individual. The informal club setting may offer the fuller aspects of the teacher with strengths and frailities, evidencing the broader gamut of human emotions ranging from affection to irritation. Here too the student may come to terms with the truth of his own idiosyncratic "hang-ups;" he may come to accept and comprehend his own need to cope better with his frustrations and inadequacies.

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[4] Appell, Clara and Morey. "My Present Family: My Future Family." Teen Times, April/May, 1968.

Youth organizations in vocational education offer students in each of the special areas out-of-class opportunities to pursue a variety of projects. All experiences present growth possibilities related to present and future involvement for personal development - vocation - citizenship - recreation - scholarship foci. A less structured peer group setting gives impetus for mastering a wide range of social competencies.

Fourteen to eighteen is generally the age range of youths in vocational education youth organizations. Developmentally, during this early adolescent interim, there is an inner directional thrust towards the following:

1. Identity Crises. Early adolescence is a time of increased search for self. New questions are posed about "Who am I, apart from my family and friends?" It is a time of groping and questioning one's self with periodic fluctuations -- even feelings of loneliness. It is a time of crossing thresholds, opening the door more fully to the inner mystery of self, and others. One's self-image is fostered out of the chance and happenstance of birth and opportunity, past and present. And, "A longing for profound transformation seems to live in every soul."[5] Hence, there is need for personal assessment of the fantasy self versus the real self.

2. Emancipation from authority. At birth, separation from mother represents the first step of freedom. Yet, human relatedness is essential for the nurturance and infant's survival. The steps of freedom come slowly. In adolescence, there is an intensive need to achieve autonomy, separation from one's parents and from authority. For many youth, most evident in student unrest in high schools as well as colleges, this is reflected in variations of rebellion and protest. This powerful drive is conveyed in a moving song, "I Gotta Be Me . . . I can't be right for somebody else, If I'm not right

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[5] Katz, Joseph and Associates. No Time for Youth. Jossey - Bass, Inc. Publishers, San Francisco, California, 1968.

for me." I've gotta be free ... I've Gotta Be Me!"[6]

3. Meaning and direction in life. As one moves away from too easy acceptance of parents, there is need to examine and assess the wide range of prevailing beliefs and ways of living. In a cosmic era, finding meaning is complicated and the individual can feel minute in significance. Throughout the ages, youths have been among those questioning injustices unresolved by humanity - war, racism, poverty, violence. One eighteen year old expressed the search for meaning when saying, "You have to believe in something." Again, the lyrics of a recent song convey the yearning for meaning, "To dream the impossible dream, to fight the unbeatable foe, to bear with unbearable sorrow, to run- where the brave dare not go. To right the unrightable wrong ..."[7]

4. Heterosexual becoming. During these years, there are pubescent changes in growth with the awakening of new feelings and relationships with the opposite sex. There can be accompanying physical and emotional awkwardness. Bodily changes do not come easily and smoothly; nor, do they occur at the identical time for each youth.

   A too erotic marketplace complicates newly emerging feelings about love and sexual maturing. Further, it is only recently that schools have come to consider the possible value in providing quality family life-sex education for all youth. Sadly, misinformed groups have distorted the intent of such educational opportunity and made this a sometime controversial matter.

5. Vocational direction: The need to determine vocational direction becomes central in decision-making. Girls as well as boys are concerned with choices

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[6] I'VE GOTTA BE ME (from the play ("Golden Rainbow"). Music and lyrics by Walter Marks.

[7] THE IMPOSSIBLE DREAM (from the play ("Man of La Mancha") Lyrics by Joe Darion, Music by Mitch Leigh.

about how to become economically independent. There is the need to question one's aptitudes, abilities, interests, personal preferences, and related character traits. The nature of the choice needs to be explored in terms of job opportunities, required educational preparation, personal growth aspects and financial returns.

One might hope that all vocational areas would emulate a fundamental regard for people. Free enterprise does not mean free anarchy. Always, there should be a sense of moral obligation in providing goods and/or services to others.

6. Recreational or a vocational choice: It is desirable that youth explore personal preferences for recreation and avocational development. There is need for seeking equilibrium in time spent with work, time with others, and time for play and personal gratification. The spectrum of possibilities for youth today is vast indeed.

Vocational education youth organizations can contribute significantly in all these directions. A non-compulsory, less competitive, non-grading atmosphere can be inviting to students. Such clubs provide a place for students less concerned with athletics and/or less academically oriented. There can be opportunity to experience greater personal worth in activities they can perform with competence.

At this point, it may be apparent that the viewpoint implied herein holds that youth activities should be co-curricular, truly equal in importance with classroom instruction. Further, it is suggested that a quality youth organization may be more powerfully influential in helping a student feel greater relevance in learning and with living than occurs in many classrooms. The possibility of greater feelings of adequacy for the student may foster greater interest in class work, and even improved scholarship.

Too often, the lingering feeling of past negative learning in dull classes have numbed and lessened the true-receptive readiness to learn anew. Sadly, many vocational students are those who have come to accept a negative self-fulfilling prophecy of educational potential. Such self-images are perpetuated in feelings perceived as "poor-student ... poor learner ... mediocre - average." A challenging club setting may remove stigmas and threats, present new promise, new horizons, a new emerging sense of self-potential. Unfortunately, too many classroom situations convey an unreal "test-tube" like atmosphere. It is as if the world of the student was assumed to be one without other adults, siblings, peers and the variety of media influencing his thinking and being.

The major emphasis of youth activities should be human relations oriented. Content exploration should be integral to serving the interests and need of the individual and/or the group. Within each of the subject specialties, students should be encouraged to pursue both individualized and group activities for personal development, community improvement and world concern. Thus, such clubs can contribute to the subtle balance of interests that merge the personal and caring involvement of each student, guiding him into becoming more of a whole person.

The viewpoint accepted here is that social skills and human relations skills are in fact inseparable; each is dependent upon the other. Briefly, however, club activities may foster a broad range of social skills - those usually manifested by external behaviors. Among these there may be opportunities to learn better ways in grooming, posture, language, social courtesies of introduction and appropriate ways of handling telephones and correspondence, etiquette related to eating and travel and other situations.

Participation in youth organizations can contribute to increasing improvement of social skill development. There can be both direct and informal learning of a wide range of competencies, as suggested earlier. The leader, the peer group and others relating to the youth organization may offer a greater variety of role models than an individual student has been experiencing. Here, the student from the inner-city ghetto may come to recognize, and to choose to identify with new ways of behaving and expressing himself, desired tools in preparing for the world of work.

It may be that the human relations oriented skills are not unlike those desired in a successful Sunday school situation. The teacher should be adequately prepared, an inspiring person, ethical and knowledgeable, possessing leadership competency. The teacher should be a helping person giving evidence about authenticity of his or her own selfhood, have reasonable understanding of self, an empathic capacity for relationships that would be acceptant, nonjudgemental and nonthreatening.

How do we help teachers to become such people? It is a journey worth taking. There is the possibility of recognizing the value of quality "group encounter experiences," not sensational "touch and grope." There is need for statewide programs to help prepare committed teacher-advisors for vocational education youth organization leadership.

Youth organizations in vocational education can provide individual and collective goals to help young people learn more about the world of work and more towards increasing self-realization. This is quality education at its highest level. A profound respect for every student can be conveyed through club structures. Each student may know there is a trusting welcome. As if to say, "Come and share. Here we believe" --

You are capable.
You are important.
You count.
You are needed.
You can be a contributing person.

Youth is a time of challenge, of adventure, of discovery, of new associations, of coping with doubts and strengths, it is a time of dreaming, of hoping and of seeking to choose one's destiny.

In this still imperfect world, there may be some small comfort in the realization that man's attempts to know and respect himself and his brethren -- is so brief in time. Scientific estimations suggest that there has been more than a 200 billion year climb up the scale of organization of man. "If ... we think of the whole process in a scale reduced to one year, we have been around for about one hour."[8]* Within this scale, the recognition and appreciation of human worth represents a recent discovery of but a few seconds!

Yes, man has reached that mysterious heavenly body, the moon. Now he can employ his energies and intelligence to reach for his deeper most humane inner-self. For most persons, the mystery of personhood remains to be discovered towards greater self-actualization possibilities for all mankind. Onward to achieve the realizable dream of dignity for all, with BREAD AND FREEDOM.

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[8] Rosebury, Theodore. Life on Man. Viking, New York, 1969.
*(underlining added by this writer).

THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Charles A. Stebbins*

Question: Should youth activities supplement instruction, be co-curricular, or intercurricular?

It should be realized by all involved in vocational youth activities that there is still no definite legislative mandate placing youth activities into any specific phase of training. As new state plans are developed for vocational education, many states are still giving youth club activities only a passing acknowledgement so the placement is still up to individual interpretation.

The ideal situation in the execution of club activities includes them as supplemental, co-curricular, and intercurricular activities. In reality, if club activity can be included at only one level it is better than no activity at all.

The classroom teacher is perhaps the best judge of the extent to which activities can and should be carried on in any specific situation. Factors to be weighed are:

1. Administrative enthusiasm
2. Instructor enthusiasm
3. Student enthusiasm

Complete success is not possible if support is lacking from any of the above.

A few problems which face an advisor in determining where to place club activities are:

Supplemental:

1. Difficult to separate club and non club members
2. Additional preparation for advisor
3. Items are difficult to select for mixed occupational groups

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Co-curricular:

1. Is the instructor reimbursed for additional time spent?
2. Do co-curricular activities create labor problems for the instructor?
3. Many students work after school and weekends.
4. Transportation is a problem in suburban communities.

Intercurricular:

1. Student schedules are filled and no time is available.
2. Class time is difficult unless 100% enrollment is obtained.
3. Activity periods are not usually scheduled in area schools.
4. Mixed subject area enrollment eliminates use of class time.
5. Area schools have two sessions - morning and afternoon.

Should youth activities be content oriented, human relations community oriented, both, or another orientation?

Human relations orientation is a "natural" for all club activity and is discussed fully in a later question.

Content orientation should be used to supplement activity wherever possible, but with mixed occupational groups selection of content presentations may be extremely difficult and limited.

How are Social Skills and Human Relation Skills defined?

Social Skills

The nine commonly accepted social skills are defined as follows:[2]

Social Insight:

1. Interpreting given circumstances accurately.
2. Linking circumstances with truth.
3. Apprehending and comprehending stresses in a situation

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[2] Strode, Josephine and Pauline R., Social Skills in Case Work. New York: Harper & Brothers Publishers, 1942.

4. Perceiving one detail of a situation in relation to the total situation.
5. Understanding the relation of means to ends.
6. Establishing meaning wholes.
7. Perceiving the correct relations necessary to solve a problem and proceeding in the solution without the random movements of trial and error.
8. Discerning the solution wisely and often quite suddenly.

Epathy:

1. Imaginal projection of oneself into the same state of mind as another.
2. Identification of oneself with another.
3. A kind of introjection by which one feels oneself into what one observes or contemplates.
4. The incorporation of the role of another into your own personality.
5. Partial identification in which you see and feel the other's view, but at the same time retain your own identity.

Sociality:

1. Sociality is positive behavior of deftness and spontaneity in friendly relations between oneself and others. Sociality involves a real liking for people, sensitive consideration of others, social amenities and social traits of character.

Communication:

1. Significant symbols of experience and means by which they are transmitted to others.
2. Identical with genuine social life.
3. Social interaction.
4. The mechanism through which human relations exist and develop.
5. All that facilitates mental contacts, including expressions, attitudes and gestures; pitch inflection and emotional tones of voice; speech, writing, printing, newspapers, T.V., telephone, telegraph, radio, railroad, automobiles and airplanes.

6. The process by which we transmit an experience from one individual to another, and by which these same individuals share a common experience.

Cooperation:

Cooperation is the acting or working jointly with others. To see clearly all that is involved in true cooperation, we need to examine the following criteria:

1. Spontaneous and voluntary.
2. Based on mutual understanding and trust.
3. Pervaded by a spirit of give and take and a degree likemindedness.
4. Directed toward goals that are common and shared in equal amounts.
5. Characterized by unselfish interest and group welfare.
6. Accompanied by feelings of delight, pleasure and enthusiasm.

Participation:

1. Experience in common with others.
2. The nature and intensity of the individual's contacts with his fellows.
3. Social interaction with a group directed to some end.
4. Sharing a common experience.

Organization:

The term organization refers to both the form and the process of organizing. It is the process of systematically uniting a body of people who work together for a common end, and it is the rational forms and procedures through which individuals participate and cooperate in an orderly and effective manner.

Counseling:

Counseling is the assistance given to identify a problem, analyzing the situation, exploring the possible solutions, deciding on what action should be taken and securing this action.

Guidance for Creative Achievement:

In giving guidance for creative achievement, we must encourage expression, recognize excellences, liberate abilities and foster enrichment of the spirit.

Human Relations

Human relations may be defined as the interactions of people, the many and varied contacts in which persons influence and are influenced by others.

Relationships to be considered are the interactions of person, group, community and society.

Basis for applying human relations to club activity include:

1. Children learn better when they see a need to learn.
2. The child's motivation to learn acutely affects the quality of his learning.
3. A human relation's focused activities are conducive to development of human relation skills, sensitivities, knowledge and appreciation.
4. Academic skills and human relation skills reinforce one another.

A basic principle of modern education is that students learn by doing. If human beings learn only through experience then we must be careful that club activities include:

1. Deliberately selected experiences.
2. Carefully planned activities.
3. Building concepts.
4. Relationships between concepts in the formulation of generalizations.

A club advisor in planning activities must be fully aware of the purposes of his club in order to identify and select concepts to be learned. He must select and organize experiences which will be provided through club activity to foster concept and generalization building, and he must also provide problem solving activities which will enable his students to make generalizations - generalizations which can be incorporated in the continuously expanding dimensions of the student's concepts.

Student needs which can be fulfilled through an adequately planned vocational club program are: (a) belonging, (b) recognition and respect, (c) achievement, (d) understanding the world around them, and (e) economic security.

One of the greatest factors we contribute to a student's education is the knowledge that leadership is always present around them, school, family, community, and business.

Students learn to look to and for this leadership and gradually become a part of it.

Regular academic classroom routine generally affords the student a person to person or a person to group contact at best. Well planned club activities give students the total scope of relationships - person to group to community to society - to gain complete exposure to interactions.

How can human relation skills be developed within the youth activity program?

The three growth phases a student experiences during education are:

1. Biological
2. Psychological
3. Cultural

Biological growth is basically developed from birth through the sixth (6th) grade when major emphasis is placed on learning the manipulation and coordination of muscles and mind.

Psychological development is experienced from the seventh (7th) grade through the ninth (9th) grade as a student becomes aware that the home is no longer the total sphere of authority. The classroom is no longer one large group, but is made up of several small groups or circles of "friends". Identity with outside influences becomes important and "self" becomes a factor.

Cultural development takes place from the tenth (10th) grade on through life. The student becomes aware of society and his evolving need to join this group as a "contributing member". The degree of contribution will vary as his education varies. The student becomes aware that he is becoming an adult and soon be employed and thinking in terms of his own home and family.

Fortunately our student involvement as advisor, with few exceptions, generally starts at this grade level. Our objectives and purposes are geared toward the cultural phase of education and by the nature of our activities, we are well equipped to reach the total child.

There is no inference that club activity is the panacea to vocational education, but it can be used to bridge many of the gaps that are made obvious in this paper.

Activity is the key to human relations. As soon as people are involved people are interested. No one can isolate himself from time. The 24 hours each of us spends each day is no shorter nor longer for one than for another although it may seem to be depending on our personal desires.

In order to have a reaction or interaction there must be an original action, and through constant activity planning these actions can be set forth to trigger the desired reaction or interaction from an individual or a group.

The ability to plan and predict these reactions determines an individual's leadership ability.

Students should not only have the opportunity to study problems, but should also have the opportunity to solve them. Club work offers our students the opportunity to solve "real" problems if they are given the chance. Many advisors act as president, vice-president, secretary, treasurer, and member, then sit back and wonder why students have no interest.

The three phases of problem solving are:

1. Discussion
2. Research
3. Appropriate action

All too often meetings are wasted determining the problem rather than solving it.

The survival of any group, large or small, depends on the group's ability to solve two problems. One is the achievement of the goals of the organization; the other is to provide satisfaction for individual members.

The ideal leader is both a task leader and a social leader, but it is obvious that both may evolve from a group.

It is the responsibility of the advisor and leaders to decide in advance that there is a problem to be solved and then devote total "group time" to its solution.

All community contacts should be made by students regardless of who the individual being contacted may be. We expect students to know the nature of and proper use of authority, but often deprive them of the few opportunities they may have as students to work with people in authority.

Our advisory committees should be developed and used to the utmost. These people are a direct contact with the community and can tell us what the public needs and wants. If we in vocational education are to supply personnel to available employment opportunities, we must start to let the public know that occupationally oriented students are available.

We can continue talk about the ability of these students until we are blue-in-the-face and we will continue to receive the same off-hand attitude until we ourselves begin to believe what we say about them.

Those community people who do cooperate with vocational club activities are the people who have had direct contact with the students and have been made aware of their educational programs. Continued community exposure will enable youth activities to enjoy their rightful place in the vocational curriculum.

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LEADERSHIP, CITIZENSHIP, AND FOLLOWERSHIP IN VOCATIONAL YOUTH ORGANIZATIONS

Gary Swan*

It has often been noted that the only thing "constant" in our modern era is change. Of course, we're always hopeful that any change is progress rather than regression. And though I have often been overwhelmed by the many benefits gained from youth organization activity, I am not so overpowered but what I can still see much potential for improvement. Accordingly, it is exciting for me to be a part of the review and redefinition of youth organizations in Vocational Education.

Before discussing redefinition of character traits, specifically citizenship, leadership and followership, it is perhaps proper to define the Vocational Education youth organizations as they now exist. There is one specific reason why I wish to do so . . . I want to compare the true definition with the somewhat different understandings held by much of the public. Having traveled extensively as a national officer, I have sensed that many people do not understand the real nature of what we represent.

In defining youth organizations of Vocational Education, I believe the most important concept is that of each organization being an integral part of education. It is through the avenues of this youth activity that we test our understanding and develop proficiencies as related to what we have learned in the classroom. In the process, I believe we have a better understanding for the relevance of other education. As an example, a member of the Distributive Education Clubs of America might very well have a greater appreciation for what he has learned in mathematics, by the time he has completed a special project of marketing research. Organizational activity also gives the student the opportunity of actually working in his chosen field. He may discover that the vocation isn't what he really expected. And, after all, it is better that he learn this while still a student so he may change his chosen field before completing a costly education. Furthermore, it is not unusual that a student use youth activity as a framework in gaining equity, thus actually establishing himself in the field while still a student. For instance, in agriculture, many times I have been amazed at the sight of a young man, still in his teens, with a working investment of several thousand dollars . . . And the amount of money is not what is important. Out of it all comes an understanding of thrift, an appreciation for the worth of hard work and the careful exercise of thought in making business decisions. Unfortunately, these are experiences that cannot be fully met in the classroom. However, the extending arm of organized activity can fill the void.

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Some intangible benefits are yet to be mentioned. At the risk of getting somewhat emotional, I recall conversations with many young people who told of what a youth organization did for them. It is by no means an exaggeration to say that youth organizations have given many youth direction, guidance and a sense of purpose. For me, as for millions, youth activity provided the proper atmosphere for self evaluation, talent discovery and personal betterment. I speak in terms of integrity, patriotism, character and scholarship. And last, but not least, we can think of our youth organizations as being non-political, non-sectarian, open to all regardless of race, creed or color.

Certainly, what I have said is familiar to all of us. The goodness of what we stand for cannot be argued. It is much like apple pie and motherhood. Nevertheless, it may be desirable to modify our approach or redefine our objectives . . . and I will discuss this in my closing paragraphs.

I make one important point. Much of the public has an entirely different concept of Vocational Education youth organizations. I have often seen our work placed in the extracurricular category, much like the school basketball teams. And although physical recreation has a place with our work, it should rate a fairly low percentage as a part of our total program of activities. Our organized work must be viewed as a real learning experience, an extension of the classroom instruction. More often than not, I have found that any lack in cooperation by parents, school personnel or the general public, usually comes from their inadequate understanding of an organizations true purpose and potential. However, the fault is not to be placed with them. Chances are the local unit was weak in one or more ways. I have been more than

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once amazed, with how an organization can be the "pride of the town" in one place, and yet, a local unit of the same organization barely surviving in a different community with quite similiar resources and circumstances. If anything, this places an accent on the need for better public relations . . . along with a review of how the local unit might be better adapted to the particular community.

At this point, one of the questions I would expect you to ask is "what is the best way to soil an organization's program?" After experiences as a national officer, I can best answer by saying, just as the largest company grows by the goodness of its product, a youth organization can also rely upon its product as its finest compliment. And probably at no other time in the history of our nation, has the time been more ripe than now, for the welcoming of constructive citizenship, positive leadership and followership, especially in the ranks of youth.

Though these character traits are as difficult to define as freedom, itself, let me give my ideas how they fit within the context of youth activity.

Citizenship, leadership and followership are synonymous in many respects. It would be incorrect to treat each as an isolated trait. However, each has a unique place within youth activity. Leadership is perhaps best represented by the person who initiates the enthusiasm and directs the work of many towards a desired goal. In youth activity, leadership depends upon somewhat different a stimulus than much of leadership in big business or government. Seldom is there a beckoning of riches or fame. There remains, however, the personal satisfaction of making a contribution. Not necessarily being selfish, the leader also seeks recognition and the approval of his associates. He often gains some personal benefits of growth that will improve his position in later years. Within the scope of youth activities, I suggest youth should have more than just token leadership responsibilities. Legal restrictions may require adults to have some ultimate control and I grant that experience of adults is needed for proper guidance. But the youth of any youth organization should have the right to make those decisions which effect them. With that right goes the responsibility to make informed decisions which must show consideration for not only all members, but also for all having some contact with the organization. I further believe that every good leader must be a good follower. Seldom does the best answer or course of action come from one mind alone.

Within a democratic youth organization, perhaps followership is the most important part. After all, it is not the president who makes a decision, but rather the voting assembly, and in our modern era, where many youth flock together like sheep while closing their minds to those arguments in opposition to their own, there is a special good that can come from a youth organization. . . . If youth can only learn to make decisions with an open mind, this alone, will be a great achievement. Suffice it to say that clear thinking and involvement are requisites of strong citizenship.

How can citizenship, leadership and followership be developed through youth activities? I do not see it as my place here to enumerate a list of activities from which a student might grow through participation. I expect this to be a topic of discussion during the Institute. Rather, I wish to discuss how youth can be motivated into action.

I have already mentioned some benefits to be gained from leadership. I suggest these are usually not the motives but rather the results of one's hard work. (personal satisfaction, recognition, etc.) I believe this because a person will probably meet defeat and disappointment many times during his conquest for leadership. There are deeper reasons why a young person will still invest unlimited time and energy. More often than not, he seeks to become like a person he admires. Sometimes one is motivated just from the satisfaction that his efforts have changed him for the better. Other times, he is fascinated by the learning experiences received during his work with youth activities and craves to learn more.

Which ever of these motives exists, the presence of at least one other person is essential. For instance, I believe that the student officers of any organization can perhaps do more to inspire a young person than any other form of motivation. If the student leaders at this institute were asked where they received the inspiration that lead to achievement, I submit that a very large percentage would probably name an officer of his organization who somehow provided encouragement and/or inspiration. This points directly to the potential benefits of having well trained state and national officers. Furthermore, they cannot be just pictures on a brochure . . . They must be given every opportunity to circulate among fellow members during their year of service.

I cannot place enough importance upon the teacher and organization advisor. He is the one who must first point out the opportunities. He must give the encouragement and guidance while complimenting the progress of a student. He must be willing to sacrifice his personal time when needed and yet have enough confidence in his students to permit them to bear the work load and responsibility. Might I add, it is with the role of the teacher with which I am most concerned. That is to say, if an instructor has not been a member of the organization he advises, there is a good chance he may not have a full appreciation for what can be gained. Furthermore, though colleges vary greatly, I believe he is not receiving, on the whole, the necessary instruction pertaining to the youth organization, as he prepares to become a teacher.

Followership requires an organization to have a program of activities broad enough to meet a wide range of interests. It must also cover the many different fields of work within one vocation. A follower is at his best when given responsibility. He must feel an important part of the activity. Whether the part is large or small, he must be handed a challenge ... and when it is met, he must receive due recognition.

That brings me to two important essentials of youth activity . . . competition and recognition. Why can't the trophy case of the local organization stimulate as much spirit within the school as those awards won in sports. I have visited schools where it does . . . and it is a might satisfying experience. I believe there to be almost unlimited financial resources available from business and industry. . . to be used as scholarship and incentive awards. These sponsors, more than ever, view their financial support as an investment rather than a gift.

Recognition in the news media not only rewards the participant but welcomes the support of the public. (And today, this type of headline is refreshing!) And just as the school system is an integral part of the community, the organization's program of activities must be so designed that it brings the student into direct contact with the society about him. A simple project of delivering fruit baskets on a Christmas Eve might also evoke the question "why does there have to be poor people in my town, anyway?" It is a beginning. Youthful leadership and followership will naturally have great impact upon tomorrow's citizenry. But it may not be necessary to wait. It's perfectly possible for involved, conscientious youth to set examples for their parents to follow . . .

Though I believe it is important for our organizations to remain non-political, I would encourage greater discussion of world issues and differences on the local level. Whether by student exchange or a program speaker, I believe a more informed youth will be a more patriotic youth.

I have outlined the factors I would give greatest consideration when answering the question, "why isn't my organization reaching its designed objectives?" There are so many other items of importance often overlooked . . . Have we given our club advisor the proper public recognition and thanks? . . . Do we invite the public to see our progress and work? . . . Have we called upon community leaders for their support, involving them in some phase of our activity? (advisory board, etc.) . . .

And after consideration of all these factors, one must turn to the basic question with an open mind . . Is the organization geared to the needs of the time and can it serve all the needs of a student in one particular vocation? Should we seek the membership of others even though they may be studying in another field? More post-high programs?

Yes, there are important questions that must be asked of our existing organizations. I stand in favor of any change which will give more students a chance to realize the benefits of youth activity. But I also oppose any change that would set the student activity in any way apart from his chosen career.

It is apparent that each Vocational Education organization has especially excelled in certain areas of activity. If we, as a combined representation, will listen intently to new and varying ideas, there is no question but what each will gain a great deal. As Vocational Education changes to meet the modern times, so must our youth organizations.

REDEFINE THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Richard Anderson*

I want to congratulate and thank all the participants for their contribution in the 1967 Kentucky Seminar. Many of the questions we are seeking to answer are answered in the final report of the Seminar. The final report can be a very valuable tool for the members of the Institute here this week in the further development of the Youth Organizations in Vocational Education.

In order for us to do an effective job in redefining the role of Youth Organizations in Vocational Education, I think we must agree on one very important statement. It was made by Mr. Lloyd Johnson, past President of the American Vocational Association in his presentation at the Kentucky Seminar in 1967. I quote, "It is the opinion of the speaker that programs developed and carried out by Youth Organizations should be designed and used as an integral part of the instructional program in Vocational Education. It is believed that the major portion of all activities participated in by members of Vocational Education Youth Organizations have an educational aspect. This is the chief reason for the great success story written by Youth Organizations in Vocational Education through the years." If we agree with that statement, then we can redefine the role of Youth Organizations in a positive manner.

How can youth activities be expanded to serve more who are in Post Secondary Programs. In the reports of committee meeting by Vocational Services at the Kentucky Seminar, all vocational services have indicated a need to expand and develop Post Secondary Youth Activities.

AGRICULTURE - "We need to encourage the establishment of more active collegiate FFA Chapters."

BUSINESS AND OFFICES - "Develop with more impetus Post-Secondary Youth Organizations, as needed."

HOME ECONOMICS - "We should investigate Post High Schools to determine if there is a need for a Youth Organization in them at this time."

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TRADES AND INDUSTRY - "We must work to make VICA flexible, to meet the needs of all youth."

While serving as President of the Post Secondary Division of DECA last year, I had the opportunity to meet vocational students and educators from many states and to discuss their local and state programs. I have become increasingly concerned about the opportunities we provide for growth and development for the individual through our youth activities. How important this individual growth and development, this phase of education, is to the youth enrolled in Post Secondary Vocational Education Programs. Yet, look at the hundreds of thousands of students that are deprived of this opportunity because an avenue for this phase of education has not been adequately developed at the Post Secondary Level. I am thoroughly convinced that the need exists for Post Secondary Youth Organizations in Vocational Education.

While redefining the role of our Youth Organizations and considering expansion of the Youth Organizations at the Post Secondary Level we should distinguish what parts of the High School Youth Organizations can be utilized at the Post Secondary Level. First, the local, state, and national structures through Departments of Vocational Education have proven successful. Post Secondary Youth Organizations can be developed through these same structures.

Second, the common purposes of the High School Youth Organizations should be developed to satisfy the needs of Post Secondary students. Common purposes such as leadership development, civic consciousness, building self-confidence, character development, responsibilities of citizenship, etc. are equally important in the individual growth and development of the Post Secondary student.

The third area we must consider is that of identification and promotion of Youth Organizations in Vocational Education.

Perhaps if I relate some of the lessons we have learned in the Post Secondary Division of DECA, the area I'm most familiar with, we can better understand the importance of identification and promotion.

Some background on DECA:

Since DECA was established over 20 years ago, its membership has grown to approximately 100,000. DECA was a high school organization until 1961, when the Post Secondary Division was established. This Division has grown to approximately 6,000 members in 1969. There are a number of reasons for this limited growth, but identification and promotion are the main ones.

In the areas of identification and promotion we have not done our job. We have operated in the shadows of the High School Division since 1961. We have failed to identify the Post Secondary Division as the level of program it truly is. We know that the level of instruction in the Post Secondary Program is above that in the High School Program and we know that the activities we are involved in at the Post Secondary level are different from the high school activities. Yet we fail to identify this and promote it to students, local administrators and to our communities.

In Post Secondary Vocational Education Programs, we are concerned with serving the needs of students who are 18 years old and above. We can't expect the various age levels to be attracted to an organization that operates in the shadows of, and takes a backseat to a High School Organization. We can't expect school administrators and the community to be excited about Post Secondary Youth Organizations unless we can identify them and be excited about them ourselves. Perhaps this emphasizes the statement about flexibility that VICA made. "We must work to make VICA flexible, to meet the needs of all youth."

In order to be successful in expanding the youth organizations to the post secondary level, we must be flexible, we must give them the identity they deserve and then promote them to students, local administrators, teacher-educators and the communities.

I've also been asked to define social and human relations skills.

To me, social and human relation skills are those skills that give us a better understanding of people. They are the skills that help understand how people act, react, and interact in groups - how people work together effectively and what factors in the group and its environment may cause difficulties in relationships between people. They are the skills that help us understand how people communicate with each other - what tends to create a good flow of communications and what hinders good communications.

Social and human relations skills are skills that are learned through participation in our programs of youth activities - they are learned through experience and working with people. Through this participation the student is developing actual skills in helping people solve personal and work oriented problems, creating an atmosphere in which people can function efficiently, motivating people to do their best, organizing a task so people will use their best skills and feel satisfied that they are contributing part of themselves to the task. These are important skills and we must devote our efforts to creating a growth promoting atmosphere in which these skills can be learned. We must provide this opportunity for as many of our students as possible, as soon as possible.

THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Dr. Margaret Blair*

In many of today's vocational and comprehensive high schools students are faced with a dichotomy. On the other hand, beautiful philosophies are written, courses of study prepared and hundreds of descriptive paragraphs written about the programs available to the students. Educators state "Guidance for all", when actually many guidance personnel have been trained to assist the college-bound student only. Guidance people are often carrying a pupil overload while the public or community expects them to be all things to all students. In many schools from 50 to 70% of the student body will not even start college let alone complete it.

Failure on the part of the educator to provide many appropriate extending programs to broaden the individual goals and awareness of the students will inevitably lessen the freedoms of the citizens they become, and will lessen their opportunities to learn, earn and contribute. The difference between what administrators and teachers SAY and what is actually PROVIDED in the educational program compounds the confusions already built into the demanding, sometimes frightening process of growing up.

Ralph Waldo Emerson's often used quote, "What you are shouts so loud above what you say that I can't hear you," could be referring to some of the current educational programs and some of the educators.

In many cases, the students are too polite and too patient to express their frustrations. The educators say, "Come to school. Obtain an education so you will be able to earn a living." At the same time, especially where the need is greatest, outdated equipment is used for instruction. Building facilities are inadequate and instruction indifferent. Educators must begin to realize that these students are keenly aware that the area where you live and the schools serving that area where you live have great differences in educational opportunities.

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One way to compensate for these differences in opportunity is through the vocational youth organizations. All vocational, all secondary education has become a tremendously complex combination of operations and knowledge demanding much more of the administrator, instructor, business and industry, the community and the school facilities. Such a broad range of knowledge and disciplines can be met only with combined resources and flexible use of the school plant. Involvement of the community business and industrial leaders is one way of supplementing the vast, new, changing information which should be presented to the student. Certainly there exists a "curriculum gap" as well as a "generation gap" for there is a discrepancy between what we hear to be the stated goal of the educators for students and what the level of the functional program is.

The possibilities for on-going guidance through the athletic program and the academic or vocational classroom teachers are frequently missed, ignored or thought to be the responsibility of someone else. Gaps exist in guidance programs which make it possible to reject large numbers of students who are not academically or college oriented. A small number of students are so highly goal motivated that they "plow" ahead with or without the assistance of the guidance personnel.

The popular middle class belief that, "College is a must for my child." is in many cases a fallacy which parents, educators, and business would do well to acknowledge. "Students with creative potential are not always academically superior."[1] By the same token, the academically superior student does not always have the creative potential. Some of the most creative and successful people I know were high school dropouts. They were looking for education opportunities not available to them in school, like the boy in Stephen H. Corey's "The Poor Scholar's Soliloquy", who said, "...Dad says I can quit school... I am sort of anxious to because there are a lot of things I want to learn how to do..." All too often these young people are frustrated because of the lock step program imposed, bored, shoved-out or pushed-out by the system.

Just at the time when the adolescent is so vulnerable, the joys are so great, the problems so completely unbearable, the program is most fragmented. The secondary student needs support of the spirit as much, if not more, than he needs a roof over his head and food for his hollow body! - Although there were times when I'd have questioned that statement. My children ate steadily, all day, from the moment they got up to the last final snack as they collapsed into bed; two of them having consumed six quarts of milk since the close of school at 3:15 p.m.

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[1] AASA. Imperatives in Education. (NEA: Washington, D. C., 1966). p. 43.

Haim G. Ginott states in Between Parent and Teenager:

> Adolescence cannot be a perpetually happy time. It is a time for uncertainty, self-doubt, and suffering. This is the age of cosmic yearnings and private passions, of social concern and personal agony. It is the age of inconsistency and ambivalence.[2]

He further states that there is a need for parents (and teachers) to discriminate "...the difference between sympathy and empathy." and that, "children tend to live up to the roles cast for them by their parents."[3]

> Student activities of one kind or another are probably as old as formal education... In America, a student self-government plan was in operation before 1800 in the William Penn Charter School.[4]

In comprehensive high schools in the early 19th century, student activities and clubs included debating, oratory, and dramatics. By the 1850's football had appeared as an activity. Shortly afterward the school newspaper appeared on the academic scene.

> At first school authorities were hostile... Then passive acceptance - today administrators and teachers 'welcome' student activities as an integral part of the school program... The club program has intensified to hundreds of different interest groups... Since students will form clubs, play games

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[2] Haim G. Ginott. Between Parent and Teacher. (The Macmillan Company: New York, New York, 1969). p. 28

[3] Ibid.

[4] Roland C. Faunce. "Extracurricular Activities." Encyclopedia of Educational Research. (Macmillan Company: New York. 1960) p. 505

> and carry out social activities with or without the sanction, assistance and guidance of the educators, it becomes apparent that it would be more sensible to capitalize on this interest. This effort has been one phase of modern guidance.[5]

Some of the problems that have become evident as youth organizations have grown, result from the range of goals and purposes of the clubs, the lack of faith in youth, and the relatively small number of students who can or want to participate in school activities. An even smaller number of students tend to dominate leadership positions. The cost of the participation is a financial hardship for the very student who would benefit the most. "Non participating students tend to contribute most of the dropouts."[6]

The Encyclopedia of Educational Research states:

- low income students have little chance to participate
- mostly students from upper income families
- leadership also mostly from the upper income child
- hidden tuition costs are more than teachers and administrators think

In the "Principal's Message" of the Brick Town Program of Studies the statement is made that:

> The four years that you spend in high school are years of intense introspection and preparation. They are also a time of great job, feverish activity, and tremendous accomplishment.[7]

Jean Piaget, the Swiss psychologist, writes:

> The principal goal of education is to create men who are capable of doing new things, not

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[5] Roland C. Faunce. "Extracurricular Activities." Encyclopedia of Educational Research. (Macmillan Company: New York. 1960) p. 505

[6] Roland C. Faunce. "Extracurricular Activities." Encyclopedia of Educational Research. (Macmillan Company: New York. 1960) p. 510

[7] Guidance Department of Brick Town High School. "Principal's Message" Program of Studies. (Brick Town, New Jersey. April 1969). p. 1

> simply of repeating what other generations have done - men who are creative, inventive and discoverers.[8]

Imperatives in Education, the AASA Yearbook for 1966 emphasizes, "The school must develop creative and imaginative programs to change the boredom of idle hours into fruitful and satisfying experiences.[9]

In his studies about creativity, E. Paul Torrence says:

> I have maintained that creative thinking occurs when situations call for non-habitual behavior, solutions for which the behavior has no learned response. From the standpoint of society, an achievement would be accounted creative if it provided the society with a hitherto undiscovered solution.[10]

Continuing, Dr. Torrence lists some of the ways in which creativity has been described:

- wanting to know
- digging deeper
- looking twice
- listening for smells
- listening
- getting in deep water
- getting through locked doors
- cutting corners
- cutting holes to see through
- plugging in the sun[11]

Since educators are human beings, with all the strengths and weaknesses of man, it is safe to assume that they too are continually making choices. Frequently the choices enable the educator to do only those things that he wishes to do. Care and selectivity in these choices to aid students would enable educators to offer greater totality of the curriculum for each individual and group with less reliance upon the "bit by bit" approaches.[12]

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[8] Jean Piaget. "Points to Ponder", Reader's Digest. (Reader's Digest Association: Pleasantville, New York, August 1969). p. 21

[9] AASA. Imperatives in Education. (NEA: Washington, D. C., 1966). p. 172

[10] E. Paul Torrence. Minnesota Studies of Creative Behavior. (The Creativity Research Institute of the Richardson Foundation, Inc., February 1968). p. 11

[11] Ibid.

Torrence further states:

> This finding suggests that tests of creative thinking ability might profitably be used to aid teachers in becoming aware of potentialities that they might otherwise overlook.[13]

Youth organizations can be a source of creative interaction between students, faculty, parents, community and industry. They can and should be open-ended, mind-stretching, flexible experiences, adding breadth and depth to education. The extension of man's senses, a constant, continuing education through the extension of the classroom.

Youth organizations can become a part of the testing board for student abilities. Can the student deal with emergencies, handle failure or live with successes? In the "Preface" of Target: Tomorrow. Ruth Strang stresses "...opportunities to handle emergencies and to be flexible"[14] must be provided. Youth organizations are ideal for this training.

Youth organizations can make current and timely the teaching of occupations. "Teachers are not prepared to teach; materials are not really available to teach occupations."[15] Youth organizations can provide a sense of direction for the student and a sense of support and back up from the teachers.

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[12] An Eight State Project. Designing Education for the Future. (Denver, Colorado. 1968). p. 78.

[13] E. Paul Torrence. Minnesota Studies of Creative Behavior. (The Creativity Research Institute of the Richardson Foundation, Inc., February, 1968). p. 31

[14] Ruth Strang. "Preface". Target: Tomorrow. (Dell Publishing Co., Inc., New York, New York. 1964). p. i.

[15] Joseph Mezzano. "A survey of the Teaching of Occupations". Vocational Guidance Quarterly. (Easton, Pa., June, 1969). p. 27

In Humanizing the Secondary School, published by the Association for Supervision and Curriculum Development, it was stated that "...humaneness is the most critical need in American secondary school education."[16]

We all know people who are without work. In many cases they have become helpless, hopeless, defeated human beings. If the ultimate goal of vocational education is to equip human beings, to develop integrated personalities and to contribute to the community by successfully performing in self-chosen, fulfilling and enjoyed work, the youth organizations are one more way to support the learning situation and expand the classroom.

> A young person's test of relevance is centered in his individual searching, his probing, and his need to make sense of his environment.[17]

Through these youth organizations the teacher-advisor will find many opportunities for good group and individual guidance with experience in:

- seeking better solutions to social and personal problems
- exploration
- encouraging individual strengths
- strengthening the individual self-image
- encouraging a spontaneity
- encouraging a variety of solutions to meet club, community or individual problems
- learning to trust good judgement or common sense
- using knowledge to seek better ways to meet problems[18]

Thorton Monez and Norman L. Bussiere stress all of these as part of their article "The High School in Human Terms".

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[16] ASCD. "Preface". Humanizing the Secondary School. (NEA: Washington, D. C., 1929). p. v.

[17] Thorton B. Monez and Norman L. Bussiere. "The High School in Human Terms". Humanizing the Secondary School. (ASCD: Washington, D. C., 1969). p. 11

[18] Ibid.

Through these Vocational Youth Organizations which we are examining today, students may affect the quality of personal and social, as well as, the economic life of a community. Self-evaluation and self-discovery are a long, continuous, ongoing processes that involves the whole human being. Students need to have the opportunities to try out, sample, and discard or weed out what does not fit individual goals and plans.

. Youth organizations can serve as an integrating agent for vocational and occupational awareness, the education needed to provide an entry skill and the guidance to help each individual choose that occupation which will fulfill his goals.

. Youth organizations can serve to integrate aspects of community agencies, service clubs, institutions, school staff and students.

. Youth organizations may assist in bridging the gap from school to work.

. With thorough, careful planning, in cooperation with a wide range of community resources the student organizations will be able to do a mammoth job of employment placement.

. Through club activities a student may be prepared so that the "grinding-down" processes which life inflicts on all of us will not be so traumatic.

In "The High School in Human Terms" Dr. Monez asks:

> Can he support a variety of conflicting answers and tolerate disorganization as he works his way to a course of personal action for which he can be responsible? Is he able to adapt effectively as new knowledge and insight reveal that a situation calls for different behavior?[19]

Vernon R. Alden, writing for the Saturday Review, in the article "What Kind of Excellence?" comments:

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[19] Thorton B. Monez and Norman L. Bussiere. "The High School in Human Terms". Humanizing the Secondary School. (ASCD: Washington, D. C., 1969). p. 11

> We have a great undersupply of young people who can and will take responsibility - 'doers', innovators and risk-takers.[20]

He goes on to ask:

> Can he become an active participant in life situations? Is he able to become involved in those issues which affect him? Does he take initiative in involving himself and others toward bettering the human situation.[21]

Youth organizations can and should provide for:

- trips - vocational and cultural
- leadership opportunities
- working with community and business leaders
- talking with personnel directors
- helping the student become aware of the natural resources
- helping the student develop his own and others human resources
- rewarding use of leisure time
- developing individuality and creative potential
- help hold students in school

In vocational youth organizations students and educators can combine to share and to adapt their actions, thoughts and utterances to try to meet the current needs of education and the needs of industry, business, and labor or be prepared to face the eventual consequences. If educators cannot prepare youth, we may well find labor more than willing to assume the job.

Honest education will no longer permit the lack of training for the many student populations. For a great number of the students the trips, both educational and cultural, will never be a part of the students' lives if they are not available through the youth organizations.

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[20] Vernon R. Alden. "What Kind of Excellence?" Saturday Review. (Saturday Review, Inc., July 18, 1964).

[21] Thorton B. Monez and Norman L. Bussiere. "The High School in Human Terms". Humanizing the Secondary School. (ASCD: Washington, D. C., 1969). p. 11

If it was important for me to plan trips for my children to hear beautiful music, to become familiar with museums, with gardens, such as Longwood, to visit the historical locations in our nation - why is it not equally important to plan these experiences for all the adolescents?

For the last three years I've been working with some Viet Nam veterans. Trying to help these young men prepare to take advantage of their G. I. Bill for further education has been a great joy to me. It has also wrung my heart to realize just how much education has failed them. One of the experiences I've provided was to take a car full to the Metropolitan Museum on a Sunday.

One group, with various service disabilities, went with me to see the magnificent exhibit "In the Presence of Kings". This group of young Negro men had a certain hesitancy as we entered the Museum. At the exhibit we rented the taped narrations for each one to listen to. Two of the men were particularly exciting to watch. One had an artificial foot and was pushing the wheelchair for his friend who had lost both legs. Several times they pulled out the ear plugs and asked, "Why didn't someone tell me there was a place like this!" Awe, interest, amazement and enthusiasm kept crossing their faces..

The tragedy was that both of these men had attended schools less than fifty miles from the museum. No teacher or administrator had made them aware!

How many of us agree with Albert Einstein that, "Imagination is more important than knowledge."? For far too many adolescents' stimulation of the imagination is last, if it exists in the educational program at all.

As educators we must "...understand the difference between education and schooling and foster all kinds of educative activities."[22]

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[22] Clifford F. S. Bebell. "The Educational Program". Emergency Designs for Education. (May, 1968). p. 48

Ideal ways to broaden the base of occupational interest and awareness exist in every vocational youth organization when the educators are thoughtful and perceptive enough to use them. At no time have the opportunities been so great or so challenging for vocational educators to develop creative curriculum with individualized vocational education and behavioral objectives which may assist the learner to reach a degree of fulfillment.

Each brochure about the six youth organizations in the vocational areas states, in a variety of wording, common purposes, goals and aims. Implied, or clearly stated, all seek extended training through experiences which will:

- strengthen critical thinking
- strengthen leadership abilities
- enable them to work democratically in groups
- strengthen creativity
- strengthen belief in self
- individualize instruction
- individualize study
- strengthen knowledge and attitudes to lead to success in work
- emphasize the dignity of Vocational Education

As the Director of the pilot program, Introduction to Vocations, I can see a very important place for the vocational youth organizations. Just as so many of our young people are unaware of the occupational possibilities, so are these same students unaware of the great variety of offerings which the youth organizations provide. Extremely meaningful and enjoyable instructional activities can be developed within the framework of the youth organizations and the resulting extension of the classroom.

Financial provisions enabling every student to participate within the school day should be built into the instructional costs.

Particularly in Introduction to Vocations it would be meaningful to have at least a Cycling Unit about and with the existing youth organizations. When these are limited at the school, it would be well to plan visiting trips to meetings at schools where they are offered.

An Introduction to Vocations Club would be great, not only for the students in the program, but also those in other programs. Such a club would provide peripheral support for the student as he enters the high school years. The teacher and student could examine and explore vocational goals together. The student would be guided through individual evaluation as well as the extension of the classroom experiences which would help to sharpen his selectivity.

I can see these student organizations giving preparation in the vocational skills of poise, politeness, appearance, attitudes and flexibility enabling the individual to more easily enter the world of work. Such skills are a large part of the birthright of American youth which is not always provided.

A social reality which young people and teachers must confront is that which every living human being must face. If you want to eat, you must have learned how to work and get along with people! The only exceptions to this basic rule that I know are:

- to be born the child of the President of the company
- to marry the child of the President of the company
- to be a flower child who says, "I contribute nor take nothing in and of this world."

This reminds me of the mother who said, "Breathing is basic! I did it as a child and I want my kids to do it!" It is just as basic to want to eat and live with a certain degree of freedom. To succeed at this the individual must earn a living.

The average American adult, and I suspect, adults everywhere, have been prone to generalize; to make sweeping statements about youth in each generation. Certainly, from the times of Plato these have been recorded and always sound contemporary. There is a monotonous sameness about these words.

Young people of today have:

- "No respect for their elders."
- "No manners."
- "No idea what they want to do."
- "No idea what they want from life."
- "Expectations of starting as a leader."
- "No respect for authority."
- "No modesty."
- "No idea what they are coming to."

How can the secondary school student really know what he wants to do unless there is some teaching done to make him aware of occupational opportunities? Some experiences provided with personnel from industry? Some trips provided into plants and places of industry? The smells and noises of the world of work made real to them.

Where and when do educators provide vocational or occupational role models to continually expand vocational horizons and vocational vocabulary? What better situations to offer these to students than through the youth organizations?

Good guidance and courses in occupations can only be enhanced and made more so through these vocational youth activities.

In "Elements and Structure: A Design for Continuous Programs", A Curriculum for Children, Alice Miel stresses some points which would be applicable to youth organizations. These might become a part of the learning center or core to supplement instruction by extending opportunities for:

- personal exploration
- inquiry
- experimentation
- creativity
- cooperative inquiry
- problem solving
- experiences in managing an environment
- giving service
- governing
- enjoying literature
- enjoying the arts
- enjoying beauty
- enjoying physical recreation[23]

Is this too much to dream for all children? To dream that they will dare to question, to seek new solutions? To dream that educators will create a race of Moon Walkers!

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[23] Alice Miel. "Elements and Structure: A Design for Continuous Progress." A Curriculum for Children. (ASCD: Washington, D. C., 1969). pp. 129-131

THE ROLE OF COLLEGIATE YOUTH ORGANIZATIONS IN VOCATIONAL-TECHNICAL EDUCATION

Dr. William J. Brown, Jr.*

Each participant in this Institute firmly believes in the value of youth organizations in vocational education. Many of you provide leadership for the various youth organizations as one of your major areas of responsibility. I suspect that some of you have been through the entire cycle from youth member to chapter or club advisor, and now hold positions of leadership for youth organizations at the state level. If this description is accurate, there can be little doubt that you have a favorable bias towards youth organizations in general and would spend much time and energy in defending and upgrading your own youth organization.

Let me indicate clearly that I share your enthusiasm and feeling. In many ways, the development of organizations for youth may have been one of the most beneficial things which we have done in vocational education throughout the years. But now we are being asked to redefine the role of youth organizations while attending this institute. Obviously, this involves a willingness on our part to consider changing various aspects of our programs. In some cases, this will be considering adding to our existing programs. My responsibility in this paper is primarily concerned with analyzing what is being done in youth organizations at the college level. Thus, my remarks will concern the advisability of extending vocational youth organizations to meet the needs of youth in college. I was specifically asked to react to the following four questions:

1. Is there a need for new youth organizations in vocational programs?
2. How can youth activities be expanded to serve more students who are in college programs?
3. How can human relations skills be developed within youth activity programs at the college level?
4. How are these social and human relations skills defined?

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New Youth Organizations

During the years, the need for new youth organizations in vocational education has been apparent. The youth organizations boom has seen the creation of such organizations as VICA, FBLA, and DECA. These outstanding organizations serve the needs of youth in a fashion similar to the FFA and FHA. Whether still other youth organizations are established may depend upon how well the current organizations can continue to serve youth from all spectrums of vocational-technical education. For example, many people feel that the FFA needs a new name which more accurately reflects its broadened scope and clientel. If this fails to come about, new organizations may be formed. A similar situation could face the leadership of VICA as relatively new areas such as cosmetology and health occupations are added to the secondary curriculum.

The type of vocational-technical organizations needed at the technical and college level is open to question. Some may argue that existing programs such as VICA, DECA, FBLA, FHA, and FFA can be extended beyond the secondary level and established as chapters in colleges, community colleges or area schools. In fact, the collegiate FFA already exists on several college and university campuses. Perhaps this movement will accelerate and serve the needs of college students in agricultural education. We should note, however, that the FFA was established in 1928 and to date there are relatively few collegiate FFA chapters. The FFA was established as a youth organization which was to operate in the secondary schools and as an integral part of the instructional program. In college, it's almost impossible to think of the FFA as an integral part of the instructional program. In addition, the state and national activities are centered on youth who are in secondary schools or who have graduated and are becoming established in farming. The collegiate FFA member is thereby limited in his participation of the FFA at a state or national level. Stilted interest often results from such limited participation.

The other youth organizations are similarily organized and would face many of the same problems if they tried to become established as collegiate chapters. Organizations for college students should be in tune with their needs and not merely adjunct extensions of high school youth organizations.

The question of whether there is a need for new youth organizations at the college level may depend on our concept of the youth organizations' purpose. If the purpose is social development, there are already clubs and interests groups organized by the Student Unions to serve this purpose. If the purpose is to provide additional, in-depth learning experiences which are related to the student's course work, then these clubs and teams are already existant. If it is to provide a means for University of community service then there are existing religious or social-service groups already in operation. Adequate opportunities for leadership and membership are also available through the various honorary or professional fraternities and through membership in departmental clubs. In short, I see no real need for the extension of our traditional youth organizations into the collegiate scene. I do not mean to imply that you should abandon the collegiate FFA or any other club which is already established at the college level. I'm sure these clubs are meeting needs which may be peculiar to a particular situation. My point is that I do not envision the colleges as fertile ground for extensions of FFA, FHA, VICA, DECA and FBLA.

Expanded Activities for College Youth

As you may have guessed by now, I'm somewhat at odds with the wording of questions number two and three. In each of these questions, the premise seemed to imply that vocational youth organizations (FFA, FHA, VICA, etc.) were or should be extended to the college level. Without accepting this premise, I'm hard pressed to answer questions such as:

1. How can youth activities be expanded to serve more students who are in college programs?
2. How can human relations skills be developed within youth activity programs at the college level?

To me, it seems more wise to say that the youth organizations are designed primarily for secondary youth rather than for college students. The college student has in many ways outgrown his need for participating as a member of special youth organization. Only a few short years separate the college student from a beginning teacher who will have the responsibility of a chapter or club advisor. Experiences as a member of a club or even as one of its leaders are no substitute for initiating and advising a youth organization. Student teaching is about the only time a prospective teacher has to work with youth organizations before becoming a chapter advisor. The limited time during student teaching is just not ample to fully develop a young teacher's ability to direct a youth organization. In many cases, only a glimpse of the youth organization is seen during student teaching. In most instances, the initial organization of the club, the development of the program of activities and the election of officers has already occurred. There may be a contest conducted during student teaching and perhaps there will be several chapter or club meetings. This amount of exposure to youth organizations is certainly inadequate if the ability to organize, plan, and provide adult leadership are the competencies which we desire to develop.

Thus, I am suggesting that the youth organizational activities which we expand at the college level be directed toward developing club leadership competencies rather than membership competencies.

Specifically, let me suggest a few of the types of activities which I would like to encourage at the collegiate level.

1. There certainly should be periodic seminars to discuss new directions in various youth organizations. Leaders of youth organizations in the state department would be quite valuable as special resource persons during the seminar sessions. Important new directions facing youth organizations could be explored. In such an exchange of ideas, I'm sure the students would gain an insight into many of the complexities of youth organizations and the existing leadership might also gain some new perceptions.

2. College students planning to become vocational teachers could serve in meaningful capacities in many of the activities conducted at the annual conventions of the youth organizations. Several students could work with teachers or supervisors and selected subject matter specialists in setting up and conducting the various contests and activities. District meetings and contests might prove more amenable to the schedules of college students and could serve just as well in developing the desired leadership competencies.

3. College students could be useful as advisors during leadership training seminars for chapter or club officers. These leadership training sessions would be ideal ways for student advisors to begin building their competencies in working with secondary school students.

There are certainly many additional experiences which each of you could suggest for developing leadership at the college level. Let me encourage you to make mental notes of activities which would prove helpful and bring these ideas to bear in the subsequent small group sessions.

Activities to develop social skills and human relations

Each person at this institute realizes the importance of questions three and four concerning the definition and development of social skills and human relations competencies. Obviously, both areas include some overlap. Social skills pertain primarily to developing an awareness of what should be done, when it should be done, and how it should be done. The activities subsumed under social skills range from doing things such as eating and dressing to interacting with other persons in a cordial and pleasant manner. The art of conversation involving both considerate listening as well as talking is perhaps one of the more important facets of social skills.

As you can see, many aspects of social skills are needed in human relations, which essentially involves working effectively with people either singularly or in groups. The one aspect which sets human relations competencies apart from social skills is task orientation. A person effectively uses human relations to achieve desired goals. Several factors in human relations which are not necessarily a part of social skills are: (1) cooperation with people to accomplish a goal, (2) dividing responsibilities and delegating authority, (3) working within constraints of a system - either formal or informal, and (4) displaying traits such as loyalty to the system, ethical, conduct, dependability, initiative, etc. Presently, our youth organizations are designed so that both social skills and human relations competencies are developed.

Continuing to develop these skills and competencies is also quite important for collegiate students. Most collegiate students with an interest in vocational education are members in several groups. They must exercise effective human relations as members of these groups. An even greater skill is required when they take on the responsibility for sponsoring and advising a youth organization. Although there are many activities on campus which promote the students social sophistication there are few experiences for him to interact as a group leader of adolescents. If we can begin involving our collegiate students in meaningful activities of service to youth organizations, college students can develop the social skills and human relations competencies needed in working with youth. Teacher educators and state staff have a special responsibility to be aware of the potential problems which may beset our youth organizations if skilled leadership is not developed.

No simple solutions are available for developing social skills or human relations competencies. Perhaps participating in social events will provide the experience necessary for becoming socially competent. The development of human relations skills is somewhat more difficult. Seminars with resource people from industry--especially the public relations sector--could develop a better awareness of the problem. Industrial psychologists might be good resource persons for seminars discussing relationships between employer and employee. However, the best resource persons probably are our classroom teachers. Resource teachers selected for their dynamic programs and their special ability to work with young people might be selected to supply gems of wisdom learned through experience. Their appearance would probably be the highlight of the seminars.

In summary, I feel that youth organizations in all vocational fields will be even more dynamic in the years ahead. Their purposes will deal with needs to be served as well as with the people to be served. They may be our best hope for providing the motivation so desperately needed by some students. If you are a teacher who has an opportunity to work with youth organizations, your job should be quite rewarding. The challenge remains, however, to maintain and expand your programs. The pace must be quick and the direction far reaching. The role of youth organizations is to serve youth better whether it be through traditional programs and activities or through extending our concepts of youth organizations to include what they should become. Institutes such as these enable you to participate in the improvement of traditional programs and in charting new directions for exploration and experimentation. Thank you for the time and attention. May the workgroups which follow supply specific suggestions of activities which will better serve youth in vocational programs and develop the collegiate leadership necessary for their continuance.

SYSTEM AND YOUTH GROUPS

Dr. Bruce I. Blackstone*

One of the most important ideas which has taken root in the last few years is that of "system." "System" is not a new concept, yet it certainly is an important adaptation between the world of the past and the world of today. What is "system?" "System," in education, is a planned procedure of earning experiences through which an individual moves from a relatively unskilled level, to a requisite level of achievement. The purpose of this system is, of course, to provide a better prepared individual to reach the world of work after a vocational education process.

System has become important as a means of planning our activities in government, business, and more recently education. The concept of resource management is one which supports the idea of system.

As our sophistication changes, it is necessary to develop new and more sophisticated devices which will help us get the most for our money or effort. We have now reached a plateau where we need to catch us with our sophistication. There are many good things which can come as a result of awareness of system. We live in a world of unlimited demands and with limited resources. The major problem all administrators have is how to get the best and most effective use of the available resources. Many times the resources needed to do a job well are not available, yet they are the total available resources granting the constraints within which the activity must take place.

Since the very beginning of vocational and technical education, there has been recognition of the fact that there is a portion of the school program which relates to the "beyond the class activities"... those activities which involve the individual, to different degrees, in the experiences which will permit him to enter the world of work at his appropriate level.

Education must direct itself in a specific fashion to provide for every student the skills which will allow him to make a livelihood; to be employable. If one can agree with this accessment, the problem then becomes "to how much education and of what type must the student be exposed?"

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There is much to do and little with which to do it. Even more disturbing is the fact that there seems neither mechanism to do, nor desire to accomplish, among the vocational education youth groups. There certainly are common elements within all of the vocational youth groups programs operating within the federally reimbursed and reimbursable programs of the nation. However, there is great reluctance to recognize the advantages of common activity where this is desireable, and unique activity where this is necessary. For example...Roberts' Rules of Order represents a standard process taught by all youth groups. Why couldn't economies be achieved by buying for all groups at one time? Why not have one youth group prepare the instructional material for parliamentary procedure and then have all the youth groups make use of this material?

A further example is found in the need for social skill development which is common among the youth groups. There are certain materials dealing with grooming, etc., which might well be prepared by one group and used by others. This process would not mean that a group would lose any of its uniqueness or right to prepare specialized material, it would only mean the best use of group funds which would be made where common material could be used.

The social climate of today calls for drawing together of all to solve the problems of the few. The human stockpile of abilities is now recognized as limited and; therefore, the maximum development of the skills of each person and group must be encouraged.

It is too expensive to waste talent! It is too expensive to reclaim damaged talent! It is too expensive not to do preventive maintenance among our youth. Youth group activity may well be a preventive maintenance device. To obtain the objectives set for our youth groups, we must do things in the most effective way.

We must "teach'em where they are" if we would impact upon the students given to our care. We must be relevant, real and "right." We must meet the challenge set forth by the Statue of Liberty which is, "...Give me your tired, your poor, your huddled masses yearning to be free... Send these, the homeless, tempest-tosses to me..."

This challenge to help all people in all communities is recognized in P.L. 90-576 where, in addition to maintain, extend, and expand, etc., attention is directed to certain target groups such as the handicapped, disadvantaged, etc.

We must be responsive to the demands of all persons in vocational and technical education who want, need, and can profit from youth group activities. In our enthusiasm to help, let us not forget that our total mission is to support the program of vocational and technical education. Youth group activities are a portion, but a minor portion, of the educational system which sends our students better equipped into the world of work.

Let's look at today's situation and see how we can do better those things we are doing right, and they are legion! At the same time, let us correct our errors, omission, and commission.

Among the reviews of vocational education youth activities in the past few years probably the most authoritative is that of the Advisory Council on Vocational Education which prepared a review of vocational and technical education in 1969. In discussing the place of youth organizations, this study indicated that students and instructors worked together to launch local youth organizations shortly after vocational education programs began under sponsorship of the Smith Hughes Act of 1917.

From the beginning, these youth organizations have been recognized as an integral part of the instructional programs in vocational education. The organizations serve as an excellent supplement to regular classroom instruction by affording an opportunity for personal development, for training and experience in leadership, and for using initiative and enthusiasm in promoting vocational education objectives.

National vocational education youth organizations extend their membership to all youth without restrictions because of race, color, or national origin.

Development and Scope of Youth Organizations

The first national vocational youth organization--Future Farmers of America--was organized in 1928. The latest national vocational youth organization--Office Education Association--was organized in 1966. In the intervening 38 years, five additional vocational youth groups were formed.

The "National Seminar to Improve the Use of Youth Organizations in Vocational Education as Teaching Devices" funded by U. S. Office of Education, was held at Lexington, Kentucky in 1967. Representatives of the vocational groups who were present discussed their mutual problems. The deliberations of this seminar are "must reading" for those interested in youth activities.

It was suggested that there were certain common aims and purposes for vocational youth organizations. These included:

1. To develop competent, aggressive leadership.
2. To strengthen the confidence of young men and women in themselves and their work.
3. To create more interest and understanding in the intelligent selection of occupational choices.
4. To encourage members to improve their home, school, and community.
5. To encourage members in the development of individual projects and in establishing themselves in a business of their own.
6. To develop character, train for useful citizenship, and foster patriotism.
7. To participate in cooperative effort.
8. To encourage improvement in scholarship.
9. To encourage the development of organized recreational activities.
10. To encourage and practice thrift.
11. To encourage participation in worthy undertakings which will improve vocational education in the various fields.
12. To promote international goodwill and understanding.

It was felt that youth organizations in vocational and technical education have an excellent opportunity to be of service to large numbers of young people and adults who have special needs. Fortunately, these organizations have been serving many handicapped young people who are regular members.

By participating in youth organizations, young people have been motivated and assisted to advance rapidly and to make significant progress and contributions. It must be recognized, however, that the Vocational Education Act gives added responsibilities to vocational educators and to youth groups in connection with the serving of those who are disadvantaged, handicapped, etc.

Youth organizations can provide experiences for members that will be educational in nature as they serve youth and adults with special needs. Each organization must decide upon the contributions it can make to these youth. These contributions may be local, area, or state-wide in nature. Without a doubt, organizations that add activities that are designed to serve handicapped individuals will be adding new dimensions that will prove to be of value not only to those being served but of equal or greater value to those who are providing assistance. Youth organizations have the opportunity, the privilege, and the responsibility to assist in the challenging task given to vocational education by the Congress to serve those who are handicapped and disadvantaged.

The seminar report indicated several ways to help all youth, including those who are handicapped and disadvantaged through youth organizations by:

1. Provide an opportunity for youth to be responsible. Holding an office in an organization, the regular payment of dues, and carrying out an assignment all require a sense of responsibility.

2. Give them a chance to meet new people in a voluntary association, they are exposed to persons with different interests and values.

3. Help youth learn by doing. Whether the activity is the organization itself, or the activities it undertakes, a learning process is involved.

4. Help youth to learn how to express themselves in an organization. This is good background experience for them to learn to take part in community affairs and citizenship responsibilities.

5. Give youth a feeling of belonging to something meaningful through an organization of their peers.

6. Help students see that their vocational youth organization is closely allied to the vocational purposes in which the students are interested, and is part of the ladder of career success and that it can give a sense of accomplishment.

It may be said that all students in school need youth group activity to help support their social and educational development. Youth group activities vary from the Glee Club, the Chess or Science Club to the vocational youth organizations. The definitions from "Standard Terminology for State and Local School Systems" show recognition of the valuable functions of all youth organizations, but at the same time, tends to lump unrelated, non-integral youth group activity with student groups which are in fact part of the instructional pattern.

Student Organization

"A group of pupils organized into a single body for the purpose of pursuing common goals and objectives. Such organizations include the various types of clubs and class organizations which, with the approval of appropriate school authorities, are managed and operated by pupils under the guidance or supervision of qualified adults."

Student Organization, Club

"An organized group of pupils having as its main objective the furtherance of a common interest. Such organizations include social, hobby, instructional, recreational, athletic, honor, dramatic, musical, and similar clubs and societies which, with the approval of appropriate school authorities, are managed and operated by the pupils under the guidance or supervision of qualified adults."

All youth groups can help their members. Vocational Education youth groups are limited to their membership and approach because they are an integral part of the instructional pattern and provide an effective means for guiding members through appropriate learning experiences related to the occupational objective established.

We are not talking about the Pep Club or similar socially oriented groups, we are talking about a means of providing learning experiences for those in recognized vocational education programs. We are particularly concerned with the "system" of education and its supporting subsystem of vocational education youth groups.

One vocational education system is shown here as an example of the need for preplanning of effort by youth group personnel.

This educational system cycle starts with an analysis of the occupations for which learning experiences are being developed so that a description, in behavioral terms, may be developed. This description must include both job "skills" and the social and background knowledges necessary to place the "skills" into action.

Once one knows what is done on the job and what social and background skills are necessary, the professional educator can develop his plan for the curriculum. One must develop performance standards for the needed "skills" and needed social and background knowledges. Specific learning media and techniques must be developed and an overall methodology applied.

The preplanning for youth group activities falls into the media and methodology portions of this system. Here efforts must be made to provide for student opportunity to practice the necessary "skills" in a real situation. This may mean acting as secretary for club activity or serving as recorder for committee meetings. Here the lessons of the classroom become real to the learner.

The necessary social skills can also be made real through the youth group program. The opportunity to stand on ones feet and speak comfortably, the ability to lead a group meeting, poise, grooming, and sensitivity may all be brought into play in the youth group if it is a part of the planned instructional program.

Whether or not the chapter activity takes place during school hours in the classroom, or after hours through community service projects, etc., there is a chance for realism which can only come from a situation where what is done by the individual will in fact be used! Rubbing elbows with others in the community, at State and National meetings, contributes much to the individual and, above all, it shows that in classroom work is relevant!

Instruction in this vocational education cycle must involve both individual and group activities. Certainly the youth group can contribute here through chapter or individual action. Market research, fund drives, service to the community, all provide the opportunity for students to improve their "skills" and the "social ability."

Regardless of how the vocational student is introduced to the world of work, the youth group can back up his experience and support his efforts. In the cooperative method of instruction youth group activities help tie together the student, the school, and the career objective area. If the world of work is simulated in the classroom, club activities can make more real the simulation situations.

Past members of the school chapter of the vocational youth group provide an excellent source of guidance data for chapter members. They also are excellent sources of job vacancy data which may well not be available through more regular channels.

By having graduates of the youth group come back to the local chapter it is possible to help the present club members see the world of work through "real workers" eyes. It is also possible for graduates to provide excellent suggestions about specific behavorial skills which may not be covered in the existing education program and to give counsel concerning social situations which commonly arrive on the job.

If career development is to be individualized then each student must be able to work on information, or be exposed to experiences, different from other students at any given time. This suggests that group instruction is part of the education process and that individualized experiences may be developed through youth group activities.

The individuality of pupils demand a set of expectations for each person because career choice, occupational interests, and other relevant variables determined by the student's concept of occupations, is related closely to his concept of self. The development of the student must begin at the student's level of development and proceed on the basis of personal variables defined by experiences, aspirations, values, capacities and a continuously spiraling series of success experiences within the career development objectives established.

Certainly no greater opportunity could exist for those concerned with youth group activities. The very flexibility and motivating factor of youth groups activities can help the individual to start from where he is and to go where he wishes.

Ways must be found to help students take responsibility for their own learning and increasingly for their own direction. They need to be more involved in planning. To learn to be responsible and to be involved, you have to give responsibility and involvement.

Having examined the overall vocational education system of education, it now becomes necessary to look at the total education system of which vocational education is a sub system.

Let's look at the "student" flow through the high school and post secondary schools and see if there is some way in which youth groups can improve their services to these levels of instruction. The student of the elementary school in, say grade 6, may well receive some generalized orientation about the world of work, but probably this level of effort is not the most effective for youth group participation.

Starting with the 7th grade probably all students of the junior high school should receive orientation about the world of work. This program should be continued in the 8th grade. A possible input from the youth groups as this generalized orientation period of learning would be to have representatives of the several vocational education youth organizations appear before the junior high school students and tell the story of their occupational area. This could be done as part of a planned set of learning experiences for the club members and at the same time benefit the junior high school students.

Probably the first chance for entrance into a career oriented programs of vocational education is found in grade 9 where the student has made a generalized choice of career objective such as "I want to be a farmer," "I want to be a mechanic" or "I want to be a salesman." In each case there is a vocational youth group which could help him in his orientation to career development.

If the student did not make the choice for career development activity, there is still a very real need for orientation to the world of work. Here again, representatives of the youth groups might help by utilizing the programs of certain nonvocational youth clubs in giving orientation about occupational areas to all of the students.

By the time the student is in the 10th or 11th grade he has had a chance to enter several types of nonvocational groups which may help him with his social adjustment, provide academic recognition, and extra curricular activities. These activities, while important are not germaine to this paper. It is always possible for the academically inclined person to join in career development programs at any time during his academic career.

The student who chose career development experiences should have in grades 9, 10, 11, and 12 the opportunity to participate in local school, State wide, and if possible national youth group activities. After these experiences the student is prepared to go on to additional vocational education at the community college, the area technical school, and similar institution where again he will have the chance of local, State, and National youth group activity.

The outcome of these experiences will be the entrance of a better equipped person into the world of work, community activities, and citizenship.

The high school student who has decided not to go into the career development programs, finds that his experiences including nonvocational youth groups, equipped him for college education and entrance into various community organizations. Following his collegiate experiences this person, like the graduate of the vocational education program, will enter the world of work, community activities, and citizenship better prepared than if he had not had the advantage of youth group activities.

It would seem that there are two major courses of action concerning various youth groups which must be considered. There is one set of youth group activities which are specifically oriented to the reimbursed vocational education programs of the school. These programs are bound by the provisions of Federal Law and regulation inasmuch as they are an integral part of the instructional program. The members of these programs must be bonefide vocational education students. Provisions must be made, of course, so that any student who wishes to enter the career development can do so and at the same time have available the advantages of the concomitant youth organization activities

The constraints created for vocational education youth groups are the results of the close relationship between the instructional program the youth group activities. Because they are so closely interrelated, the policies and procedures of vocational educational education impact upon the supporting youth groups. For instance, membership in some youth groups is not open to persons in private for profit schools unless they are under the direct supervision of public education. This is a requirement of vocational education and, therefore, it is also a requirement affecting the youth group. Another example is found in the membership requirements which require a person to be a bonefide vocational student, this restricts persons taking the "college prep" program.

The second youth group choice which need to be discussed is that of the youth group which does not meet the requirements of vocational education as to membership requirements or relation to instructional program. This may be an academic club, a socially oriented group or athletic organization. These groups provide valuable experiences to their members, they are valuable to the school and the individual; but they are not vocational youth organizations.

This second class of youth groups will probably always include more students than the total membership of vocational youth groups. The system of vocational education and of general education must provide for the benefits of youth activities to all students. The basic constraint found by the vocational youth groups is that it must be "of, by, and for" vocational students while this constraint is not found among the nonvocational clubs.

In summary there is a need to recognize the interelationships of the educational system and to apply the most effective devices to improve the product of the educational system.... the student!

There is a need to be careful with the resources available so that each student can have a chance to develop his capacities to the maximum.

Youth groups exist as a traditional and viable part of vocational and technical education. Their importance has been recognized by national attention by vocational educators through meetings and reports.

There are both unique and common purposes for vocational youth organizations. Both characteristics should be strengthened.

There is a difference between vocational youth groups and youth groups. Both have their place in the educational system.

There is a system to vocational education which can be supported by youth group activities.

Preplanning to operate the vocational education system should involve preplanning of its supporting youth organization activities.

Youth group activities can extend as far as the elementary school as part of an orientation to the world of work program.

All students can profit from youth group activities and both vocational and nonvocational programs have value.

Vocational youth group activities should be available as early as possible in the learning experience sequence.

The overall objectives of both vocational and nonvocational youth activities support the same goals of "better equipped persons to enter the world of work and community activities."

NEW DIRECTIONS FOR YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Thomas Gambino*

A review of the handbooks distributed by the various youth organizations in our country, brings out certain basic concepts inherent in their organization which possibly should be considered through more careful study. For example:

FHA: "Who may join FHA?" "Any student--who is taking or has taken Home Economics."

FFA: "The basic requirement for membership--student in a program of Vocational Agriculture in high school." "Aim and Purposes of FFA - I believe in the future of farming---" "To develop competent,-- rural and agricultural leadership---"

VICA: "To unite in common bond all students enrolled in trade and industrial education."

As we read these quotations, certain questions may arise:

> "Are students who are interested in the many other occupations embraced within the "agriculture" family possibly discouraged from doing so by the title and the aims of the FFA group?" "Is the term "nurses" in FNA, which instantly implies in our society that this organization is for girls only, a deterrent to boys and those who may be interested in other health and medicine occupations?"
>
> "Does FHA carry the same implication as FNA above when actually the broad field of Home Economics offers many opportunities to boys and should be open to them?"

Generally speaking, membership in our vocational youth organizations appears to assume too little a responsibility for building the interests of uninvolved students but rather is ready to serve the student who had already made a fairly specific career choice or who has demonstrated a strong interest by enrolling in a vocational education program. Because of this arrangement another question, of grave concern in these troubled times, should be posed:

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> "How many Black and Puerto Rican students or any other minority members, are eligible to enroll in youth clubs, having such regulations?"

Marvin J. Feldman, Program Officer of the Ford Foundation, stressed the need for broadening foundations for future career choices at a recent conference when he stated: "The failure of vocational education to serve larger numbers is directly related to the fact that the vocational system has no voice in the preparation of students for its programs."

Thus, Mr. Feldman and I are in agreement except in the instance where he states; "the vocational system has no voice;" I would approach it from another angle and add that the "vocational system has not adequately commited itself to helping students by providing early school experiences so that they may become better acquainted with their potentials for vocational choices.

No doubt there are numerous instances where exploration and orientation is provided by vocational youth organizations to younger students as an aid to their making vocational plans. However, it is my feeling that if this is the case, and if there is actually adequate attention given to such a function, then it should be spelled out in the youth leadership manuals.

At this point I would like to take the opportunity to offer some comments that hopefully might be an aid in establishing a broader rationale for youth organizations which may better serve the needs of all youth.

In the Spring of 1964, J. Win Payne, President of the American Association of School Administrators, appointed a special commission and charged it with responsibility for identifying and stating in clear and concise fashion major educational imperatives that must be at the forefront as curriculums are modified, instructional methods revised, and organizational patterns reshaped in order to meet the educational needs of our country in one of its most dynamic industrial periods. One of the nine imperatives is "To prepare people for the world of work." The listing of this particular imperative is based on the awareness of ever-increasing work changes in our highly technical society. There is no question that youth organizations to Vocational Education subscribe, 100% to this idea.

In considering the changes in the work world, the U. S. President's Committee on Youth Employment has indicated that three hundred thousand jobs are being wiped out each month by automation, and only two hundred thousand new jobs are being created.

On the other side of the coin, as presented in a 1968 study, each year approximately two and a half million students are graduated from American high schools. Of these, 53% continue their education at institutions of higher learning with approximately 50% of this group not completing their training. The remaining 47%, some 1,175,000 young men and women, terminate their formal education with high school graduation. Add to this the approximately 100,000 who drop out each year before completing high school, and one finds a yearly total of over two million students who terminate their education at the 12th grade level, or earlier. About 400,000 of these students have some marketable vocational training in high school. The remaining 1.5 million enter the labor market with little or no real skills, and as we know, the existing market offers few opportunities for these unskilled workers. This is the group that youth organizations should become more concerned about. Especially since most of the group is comprised of minority representation.

The choice of an occupation is vitally important to the national welfare. Unrealistic, poorly developed career decisions hinder the individual from reaching his potential and also deprive the nation of needed valuable energy, creativity, and productivity. A nation's most valuable resource is a trained labor force.

In spite of the great importance of work to the nation and to the individual, today we find a large percentage of our young people preparing unrealistically on the basis of their preference for the more glamorous professional or "status" jobs. This is shown by investigations that have statistically demonstrated the discrepancies between the occupational preference of young people and the occupational distribution of our existing employed population. Only twelve in every one hundred individuals in the average community will find their occupational futures in medicine, law, teaching, nursing, dietetics, engineering, or other professions. Citizens and parents must come to realize that over eighty per cent of the young people entering the labor market will be needed in occupations other than the professions. While particular prestige has been attached to education for the professions and related occupations, other equally important vocations have been given somewhat lower priority and less attention. Such insights as these should induce us, as educators, to provide experiences which will foster a broadened understanding of work related to the individual interest and potential skills of all the students that is appropriate to the student and attuned to our ever changing technological society.

Why should these points be of such great concern to educators involved in youth leadership. What affect might experiences through club membership have in reducing some of these problems? Specifically, how do career patterns develop and why should this be of interest to youth group leaders? Action research relating to theories of career development have resulted in some fairly concrete recommendations for types of activities best suited for the later school years such as vocational programs and vocational clubs but as yet guidelines have not been developed for the early years where foundations for future choices are said to be established.

Socio-economic level, family structure and background, personality, specialabilities, intelligence, physical attributes and many other factors integrate to create a combined impact on the nature and development of the young students behaviorial pattern or learning style. The manner in which these forces impinge on one another influences the direction of the student's thinking and how he interacts with his environment, himself and others. The further development and refinement of the student's vocational awareness should serve to complement the existing school curriculum making it relevant to his individual nature.

The young school student may make what are commonly termed "tentative" choices which will help to motivate him in attaining desired learning. The exploration of such "tentative" career choices provides a climate in which the school and particularly a "career club" may help him to expand his appreciation of his total personality and of the world in which he lives. Thus, it would seem that more efforts are needed at a time prior to the stage of life when membership in youth organizations is now made available. Youth leaders should commit themselves to the involvement of students during their pre-vocational choice period in an effort to broaden their experiences so that more realistic career choices may come about.

Two possible avenues are open to you:

1. Expand the programs of organizations such as:
   FNA; to Future Health and Medical Careers, thus opening the club to all areas of interest as well as to boys.
   FHA: to Future Home Economics Careers and then conducting beefed-up public relations program to show the boys that they can belong too.
   FFA: to Future Agricultural Careers, thus encompassing forestry, food processing, horticulture, etc., and opening the way for girls and others to join.
2. Encourage the school to sponsor a Career Exploration Club that would represent an opportunity for all students "to become acquainted with the exciting challenges found in preparing for and entering a vocational program."

This would be particularly helpful to the student who is not goal "oriented". This second avenue should be based in a broad, exploratory type setting, open to students grades 7-12. It may include some of the following aspects:

. CAREER EXPLORATION CLUB .

A. Using Students' Abilities and Interests

Identifying the strengths of students will aid in planning subsequent learning activities. A youth organization advisor can capitalize on the students' hobbies, interests and skills which are related to occupations. Preparing an interest and abilities profile record on each student will enable the club advisor to utilize the available resources already established within the group. Such hobbies and interests as model car making, stamp and coin collecting, sports, art, crafts, photography, astronomy, interviewing, writing, and dramatizing can be the career club starting point for developing vocational interests. Given the opportunity to express these varied abilities and interests within the career club setting represents a supportive motivational factor already inherent within the students themselves.

B. Local Places Survey

As the students consider the different career areas, they will recognize such concepts as "interdependent community living." They will realize that man depends on others for his living standard, needs, well being, etc. One possible activity would be the listing of all the enterprises that are found in the community. The students could report to their fellow club members their findings and tell how the various enterprises contribute to the well being of all of the citizens living in a community.

C. Resource People Survey

(1) Compiling a list of people in the community or nearby towns who can be interviewed, or called upon as guest speakers will not only help students learn about work, but will relate the job or industry to people they "know." Career club advisors can start with their immediate work environment, members of the faculty, the principal, and the maintenance personnel readily available for interviews.

(2) The Yellow Pages of the telephone book and the advertisements in the newspaper can be valuable guides to local businesses, schools and professional people. The survey alone will give students a knowledge of the community's involvement.

(3) Be sure to invite local FHA, FNA, VICA and other club members to participate in all facets of this program. Club members may be willing to "adopt" the younger students.

D. Guest Speakers

Having a list of guest speakers representing different occupational facets of the community would enable the club advisors to present qualified people to their students. Their presentations and follow-up discussions with the students would represent an effective method for providing vocational knowledge. Students may wish to develop a directory of resource people whom they can contact at some later time for further information or with whom they could visit and watch at work.

E. Literature and Places to Write Survey

(1) Researching information is a common aspect of career exploration. Students can compile bibliographies of stories, books, magazines, trade publications. Advisors can encourage students to discover for themselves, for example, as many topic related occupations as they can within a given area of study found in their school subjects. One particular activity would be a game of who can find occupations that no one else did.

Another activity would be to trace the origin of some of the essential professions and occupations needed today, or some that have become obsolete.

(2) The students can locate addresses of the Chamber of Commerce, labor organizations, manufacturing plants, schools and county extension service offices, state and local government services, etc. from which additional written information or even capable speakers may be invited. This activity as well as the one above can promote improved library skills, reading tables of contents and indexes, writing bibliographies and letter writing techniques, essential to career development.

F. Student Booklets

Student booklets can be an organized compilation of material and data reflecting various aspects of career knowledge. A pictorial study of man's past and present environment, endeavors for food, housing, protection and recreation would illustrate the vocational aspects of cooperative living. Many other areas suggested here readily lend themselves to topics that may be incorporated in booklet form. Also, many students may have talents that may be expressed through models, mock-ups or drawings.

G. Photography as a Survey Technique

Students, having an interest in photography, can collect slides or enlargements showing local people at work as well as the tools and equipment they use. A club room display of such illustrations will help the students to view and discuss the occupational areas necessary for community living.

Many students will have opportunities to visit other areas within and outside our State, thereby providing more available places for photographic surveys.

Encourage the students to get pictures taken of themselves so that they may readily "see" what they look like doing various tasks. This is an important aspect of "self-identity."

H. Identification with Other Times and Places

Club Advisors can provide comparative learning activities by having the club members make contrasting studies of man's occupational efforts. An example of this would be a study of modern agriculture in the U. S. in relation to the early colonial agricultural status.

Students in another comparative study may enjoy playing soldier by having an imaginative "Revolutionary soldier" interview a modern soldier of today, asking him questions regarding food, guns, communication, mode of travel, occupations in the army, etc. In another "comparison" situation the students may role play a Brazilian farmer talking with an American farmer. Such activities reflecting change and differences of time and place will enable the students to realize that when today's young people are ready to enter the labor market, they will find the world different from what it is at present. What changes can be foreseen might be a good topic of discussion.

I. Dramatization

Role playing is a valuable technique in having students project themselves as different people reflecting time and place. Students can gain insights as to the setting of the stories to be projected as well as the social, economic and political aspects which may arise from time to time. The students may wish to project themselves as statesmen, merchants, sailors, nurses, etc. in dramatic skits. Vicarious experiences such as these help students to broaden their prospectives of the world about them and, at the same time, enable them to "see themselves" in an "imaginative environment." Snap shots, movie films or best of all video-tapes would be helpful in conveying the story.

J. Field Trips

Advisors can encourage the club members to be attentive to the occupational aspects of any class and club trip. If students would observe people and what they do in the work world, they would have ample opportunities to consider the wide range of occupations. From class trips, students' interests may be motivated toward specific vocational studies. One student may wish to focus upon occupations associated with types of transportation, another communication, etc. The interests of students naturally will differ and it will be a challenge for the advisor to guide the students along their various paths of interests.

K. Audio-Visual Materials

The availability of audio-visual aids does enable advisors to select films, filmstrips, etc. which would project a vocational awareness to man's creative endeavors within his given environment. Through these aids, club members can see different people living in "a given environment at a given time."

The selective use of commercial television also is a worthwhile source for developing vocational interests. Since there are programs which feature man in various occupational roles, advisors can choose or recommend certain ones with the purpose of supplementing the educational program in the various classes attended by club members.

Some students may wish to make slides, film, video-tapes, audio-tapes, drawings, models, etc. for viewing and discussion. Bulletin boards, displays, exhibits, demonstrations, etc. would open other areas for students to express individual abilities and interests and expand avenues of learning and vocational awareness.

L. Part-Time Job Explorations

(1) The younger students may be buddied-up with older students in the various organized club activities and "job" assignments. Older students as labor laws permit, may be assisted and guided in part-time job experiences that may be worthwhile in motivating them towards career choices.

(2) Related job knowledge may include interviewing techniques, completing application forms, labor laws, how to hold a job, progressing on the job, insurance, keeping a budget, etc.

I believe that it may be appropriate to conclude with this "vocationally" oriented point:

"Build a better mouse trap and the world will beat a path to your door." Rephrased we may state it:

"Build a better vocational program and the students will beat a path to your class."

However, this is an entirely misleading concept as any Distributive Education man will inform you. Before you can sell one mouse trap, or fill one seat in a vocational program - you will have to advertise. The informed student is the one who can make the best choice of orientation and exploration in which all students can become involved is essential to the success of any vocational program.

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CONSIDERATIONS IN DEVELOPING YOUTH ACTIVITIES FOR SOCIO-ECONOMIC DISADVANTAGED

Based on the assumption that youth activities should be designed to take into consideration the unique characteristics of the disadvantaged, the following provides information on the disadvantaged life-style.

They have low socio-economic status, low economic level of the father's occupation; low parent education, low parent and youth expectation.

These students have a powerful drive to leave school which evolves out of a combination of dislike for school and academic difficulty. These factors are inseparable and, like an endless spiral, are reinforcing to the point of no return. The evolution of failure and rejection of school starts early and frequently is due to a combination of poor health, malnutrition, maldevelopment affecting the child's learning potential complicated by a lack of accomodation, and frequently, rejection by school. In addition, educational deprivation has resulted in insufficient perceptual discrimination, attentional mechanisms and lowered levels of skill development. Children have not learned to use adults as sources of academic information. Verbal skills are often underdeveloped and directed toward local rather than standard usage.

Intensive frustration ultimately leads to aggression both at school and within the general environment. Due to the nature of slums, the cultural milieu of the neighborhood often encourages and rewards aggressive behavior. Indeed, the child often sees this type of action as the only way to survive. In some groups the masculine role demands physical prowess, bravado and dominance. This is not comprehended, nor accommodated, by most teachers.

Since schools still use the normal curve to determine success and failure, half of all children must repeatedly experience a sense that no matter what they do, no matter how hard they work, they can never experience full approbation from teachers -- an approbation so easily granted to others in their classes. For poor children, and those handicapped by language and deprivations, the lack of approbation and the sense of failure contributes to a firm belief that no matter what they do they cannot succeed -- and therefore, they feel that they have no control over their lives.

After the school has identified the student as a deviant he is labelled and this effects his identity, status and career in school. The student is then caught in a vise from which it is nearly impossible to extricate himself. When the school then provides intensive counseling, curriculum change, revision of grading and retention policies with individualization, granting of decision-making power to the student and prevocational assistance, the direction is frequently altered.

There also appears to be evidence to the effect that successful training and work in one field leads to employment stability, not necessarily limited to that field. Prevocational work experience and entry jobs therefore should be viewed as steps in preparing the student for ultimate identification of satisfying employment situations. It is important to note that many youth, who experience satisfactory job training, look forward to and enter further vocational training programs.

The future of programs designed to prepare youth for employment depends, to a serious extent, on national and local unemployment levels. The young employee, especially from a minority group, is the first to be discharged and the last to be employed when there is an increase in competition for jobs. Therefore, self help youth activities which deal with both the internal and external characteristics of the disadvantaged are mandated.

THE INVOLVEMENT OF THE EDUCABLE MENTALLY RETARDED OR VOCATIONAL YOUTH ORGANIZATION AND ACTIVITIES

Dr. Marvin Hirshfeld*

The need for social and recreational activities and a sense of belonging to a group are needs which are unfulfilled where mentally retarded children are concerned. It is the purpose of this paper to help determine how youth organizations in vocational education can serve mentally retarded youth by meeting the above-mentioned needs.

Many definitions[1] of mental retardation, which appear in the literature, are difficult to use because they are highly technical or overly simplified. To obtain a fairly clear understanding, it seems important to know that:

1. Mental retardation is not a disease or illness.
2. Mental retardation is a condition, as deafness or blindness is a condition.
3. Mental retardation is the end result, not the process resulting from illness or infection that occured before, during, or immediately after birth.
4. Mental retardation is not the same thing as mental illness.
5. Mental retardation is not a simple I.Q. score.

Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period of a child and is associated with impairment in one or more of the following:

1. Maturation
2. Learning, and
3. Social Adjustment

Subaverage refers to performance which is more than a minus one Standard Deviation below the population mean of the age group involved on measures of general intellectual functioning.

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General Intellectual Functioning refers to the assessment of intellectual level by performance on one or more objective tests which have been developed for the purpose. (e.g. The Stanford-Binet, Weschsler Intelligence Scale for Children).

Developmental Period refers to the period from birth to approximately sixteen (16) years of age. This criterion is in accord with the traditional concept of mental retardation with respect to age and serves to distinguish mental retardation from other disorders of human behavior.

Rate of Maturation refers to the rate of sequential development of self-help skills of infancy and early childhood. In early years of development, adaptive behavior is assessed in terms of such self-help skills as sitting, crawling, standing, walking, talking, habit training, and interacting with age peers. In addition, other manifestations of sensory-motor development skills is of prime importance as a criterion of mental retardation during pre-school years.

Learning Ability refers to the facility with which knowledge is acquired as a function of experience. Learning difficulties are usually more evident in the academic situation. If these difficulties are mild in degree, they may not become apparent until the child enters school. Impaired learning ability is therefore significant as a qualifying condition of mental retardation during the school years.

Social Adjustment is particularly important as a qualifying condition of mental retardation at the adult level where it is assessed in terms of the degree to which the individual is able to maintain himself independently in the community and in gainful employment as well as by his ability to meet and conform to other personal and social age years. Social adjustment is generally reflected in the level and manner in which the child relates to parents, other adults and age peers.[2]

Only the group of retardates known as "educable mentally retarded" will be planned for since they are the ones most commonly found in the schools in regular or special classes. The educable mentally retarded pupils have been defined as having I.Q. scores between 50 and 75 and as having, or a prognosis that they will have, learning difficulties in the regular grades.[3] In other words, the educable mentally retarded have difficulty in school because their intellectual development is only about one-half to three-fourths of the average child.

CHARACTERISTICS:

Among the most important facts to remember about the characteristics of the educable mentally retarded are:

(a) they are shared with both normal and gifted peers -- differences are a matter of degree and not of kind

(b) few children will exhibit all of the characteristics to be discussed, and

(c) many of the characteristics are subject to positive change if the right combination of understanding and treatment is employed.

The unique characteristic of the mentally retarded is intellectual subnormality and all that this implies in classroom behavior and performance. In this respect, there is an unevenness in the achievement of these children. The ingredients of intellectual subnormality (limited ability to reason, to cope with abstract concepts, and to perceive essential facts, and effect relevant relationships) help to emphasize low achievement as classroom tasks invoke more and more of these abilities in the solution of learning problems.

The educable mentally retarded compare unfavorably on most traits with pupils of average and above-average intellect. The retarded tend to be inferior while the gifted tend to be superior. They are more nearly like children with normal and above intellect in physical and motor characteristics than in any other trait.[4] Nevertheless, they tend to be slightly lighter in weight and slightly shorter in stature than the average, though if socioeconomic levels were controlled, this might not occur. They are somewhat more handicapped in motor skills and are even more below par in the finer and more intricate motor coordination skills. This finding is extremely important for educational practices since many educators believed that the mentally retarded who were unsuccessful in academic areas should have a curriculum which emphasized arts and crafts. The mentally retarded were not particularly successful under such a teaching emphasis since they lacked the necessary fine motor skills. For vocational educators, this is very important to know since tasks which require the finer and more intricate motor coordination should be restructured so that they can be performed by mentally retarded children.

SOCIAL AND EMOTIONAL ADJUSTMENT:

The educable mentally retarded placed in regular classrooms obtained lower social status positions than their intellectually superior peers.[5] In other words, the retarded are socially segregated even when they are physically integrated into the regular classes. The retarded children are not rejected by their classmates because they are slow in learning school subjects, but generally due to lack of cleanliness and unacceptable behavior patterns of aggressiveness-probably as a reaction to failure. Teachers must work hard at developing in the retarded behavioral patterns which will make them more acceptable to others.

Retarded pupils as a group have a higher expectancy for failure than the intellectually normal. Thus, in a novel task, it is exceedingly important to give initial success experiences to counter this generalized expectancy for failure and to establish a higher level of aspiration than would ordinarily be set. There are numerous club activities which lend themselves to success experiences. For example, VICA suggests the following club activities which the mentally retarded could no doubt participate in: safety campaigns, clean-up, paint-up projects, needy family project, get out and vote project, ushering at various events, parents' banquet, employer-employee banquets, picnics, dances, hayrides, athletic activities, talent night, cookouts, participation in club meetings, etc.

LEARNING CHARACTERISTICS:

Educable retardates are able to learn, retain and transfer quite complex motor and verbal skills, according to their mental ages.[6] Once they have thoroughly learned, they may retain as well as the average even on a long-term basis. The implication for teachers is clear. They must select tasks which are brief enough and easy enough for the retarded to learn. Then there must be much overlearning (successfully repeated trials) immediately. Under such carefully controlled conditions, the retarded may retain as much simple rote learning material which does not involve intellectual manipulation as normals of the same age.

A significant characteristic of the mentally retarded is their short attention span. As vocational educators, we must plan learning activities which can be completed quickly and successfully. Perhaps the most common error made in teaching the educable mentally retarded is expecting them to work up to their chronological age rather than their mental age. When a teacher knows the mental age of a pupil, he can easily convert this to corresponding grade capacity by applying the Rule of Five. Five subtracted from the mental age equals the grade level at which a pupil has the intellectual capacity to function.

$$\text{Estimated MA} = \frac{\text{IQ x CA}}{100}$$

For anyone sixteen (16) years of age and older, the corrected CA division would remain at 15-0. For example, a seventeen (17) year old with an I.Q. of 60 would have an estimated MA of 9-0, and should be working at the fourth grade level.

$$\text{Estimated MA} = \frac{60 \text{ x } 15}{100} = 9 \text{ years}$$

$$9 \text{ years} - 5 = 4\text{th grade level}$$

CHARACTERISTICS OF SUCCESSFULLY EMPLOYED RETARDATES:

Numerous studies[7] have outlined certain personal traits which characterized successfully employed retardates. Some of the important characteristics listed were: a favorable personal appearance, a pleasing personality, acceptable social behavior, and good work attitudes. In analyzing reasons for lack of vocational success among the educable mentally retarded, studies have shown that about one-third of the failures were due to difficulty in community adjustment rather than in job adjustment. Thus, job skills alone are no guarantee of success. Employees look for not only vocational proficiency, but also those traits and attitudes which can be acquired by participation in vocational club activities. A variety of activities can help the child acquire the all-important acceptable behaviors which employers desire. Classroom meetings and field trips are learning situations that help the child practice what is expected of him. Through such activities as waiting in line for a bus, paying fare, and getting off at the right stop, the child engages in essential activities which are necessary for later vocational success. Classroom discussion reinforces these experiences and stimulates additional learnings of important and socially acceptable behaviors. A side effect is that the child gains feelings of personal security.

The following section contains selections from the Mt. Vernon, New York Curriculum for the Educable Mentally Retarded.

Junior High School Group C.A. 13-15

The World of Work

Overview of Job Opportunities

- A. Job areas for boys (after community survey)
- B. Job areas for girls (after community survey)

Self-Evaluation for Vocational Placement:

- a. Analysis of job requirements
  - 1. Relationships of job in typical areas
    - A. food trades
    - B. garment trades
  - 2. Individual (typical) job analysis
    - A. food trades
    - B. household service
    - C. auto maintenance (boys); care of children (girls)
    - D. building maintenance (boys); care of sick (girls)
    - E. garment trades
    - F. cleaning, pressing, laundering
  - 3. Related individual needs for employability
    - A. emotional stability
      - 1. not facing facts
      - 2. not meeting new situations successfully
      - 3. fighting -- irritability
      - 4. bragging -- showing off
      - 5. not completing a job
    - B. physical development and health
      - 1. strength
      - 2. cleanliness (inward and outward)
      - 3. skin and hair
      - 4. teeth
    - C. manual dexterity (with examples from)
      - 1. garment trades
      - 2. food trades
    - D. social maturity
      - 1. manners
      - 2. appearance

- E. academic achievement (facts vs. fiction with examples from)
    - 1. cashier (market or restaurant)
    - 2. delivery boy or girl
    - 3. designer
    - 4. cutter
- F. social adjustment
    - 1. belonging
        - a. group
        - b. society

4. Opportunities for advancement in each of the six areas.
    - b. measurement of pupil's potentials against job requirements
        - 1. analysis of typical jobs
            - a. nature of work
            - b. proximity of work
            - c. hours and wages
            - d. opportunities for advancement
            - e. expenses while working
        - 2. self-analysis
            - a. school record
                - 1. academic
                - 2. attendance and punctuality
                - 3. self-control
                - 4. health and physique
            - b. interests and likes
            - c. experience
                - 1. after school
                - 2. summer
            - d. neighborhood reputation
            - e. family awareness and attitude
        - 3. meshing of job with self

Necessary learning for getting a job:

- a. Wage items
    - 1. hours worked each day
    - 2. total hours worked per week
    - 3. overtime wage
    - 4. social security deduction
    - 5. income tax deduction
- b. Telephone usage
    - 1. using directory
    - 2. dialing
    - 3. telephone manners
- c. getting to the job
    - 1. city geography

        - a. borough
        - b. city as a whole
        - c. tunnels
        - d. ferries, railroad terminals
    - 2. street plans
    - 3. street guides (Red Book)
    - 4. transit maps
    - 5. transit routes

- d. letters of application

- e. the interview
    - 1. necessary information to have before coming
    - 2. necessary papers to bring
    - 3. appearance and cleanliness
    - 4. manners during the interview

- f. the job application blank

- g. unions

Ways to Get a Job:

- a. "pull vs. punch"

- b. personal search
    - 1. importance of "pavement pounding"
    - 2. the "how" of "pavement pounding"

- c. Want-ads
    - 1. reading
    - 2. finding in a newspaper
    - 3. evaluating
        - a. with respect to integrity
        - b. with respect to self

- d. employment agencies
    - 1. locating (and finding transportation to)
    - 2. evaluating
    - 3. forms of private agencies
    - 4. state employment forms

- e. The Bureau
    - 1. employment services
    - 2. ways of contracting
    - 3. forms (including Pre-Employment Questionnaire)

f. rehabilitation service
  1. reasons for using (qualifications)
  2. ways of using
  3. forms

Ways of Holding a Job:

a. necessary qualities
  1. friendliness, politeness
  2. cooperation
  3. interest, industry, persistence
  4. cleanliness
  5. honesty, truthfulness (danger of half-truths)
  6. trustworthiness
  7. self-control
  8. willingness to improve, ability to take honest criticism
  9. punctuality, regularity of attendance
  10. thrift (including care of tools and supplies)

b. licensing

c. civil service

Senior High School Group C.A. 16 - Graduation

The Worker As A Citizen

Getting Along on the Job:

a. getting a job
  1. analyzing the job
  2. self-analysis
  3. preparing for the job
  4. applying for the job

b. holding a job
  1. relationships with employer
    a. seeing the employer's point of view
    b. thrift on the job; care of tools, materials and buildings
    c. reliability on the job
      1. attendance and punctuality
      2. honesty
      3. facing facts, accepting criticisms
      4. completing the job
  2. relationships with employees

    - a. person to person
        - 1. sharing tools, lunches, products (quotas)
        - 2. sharing friendships
- 3. interdependence of individual and group
    - a. health habits
    - b. safety habits
- 4. relationships with organizations
    - a. knowledge of unions
        - 1. membership to secure a job
        - 2. membership benefits
        - 3. membership responsibilities
        - 4. sponsor
        - 5. application
        - 6. certification for job requirements
        - 7. initiation fee
        - 8. dues
    - b. abiding by union regulations
        - 1. hours
        - 2. scale of wage
        - 3. obedience to union directions
        - 4. reports on union violations

Getting Along as a Citizen:

- a. voting
    - 1. reasons for voting
    - 2. legal requirements for voting
    - 3. method of voting
    - 4. method of choosing a candidate

- b. obedience to laws

One can readily see from the curriculum described that most of the work involved has a direct bearing on vocational training. Most of the work covered lends itself to vocational club activities. The most pressing question is, "Should vocational youth organizations and activities be restructured to include the mentally retarded?" To answer this question, I am proposing three approaches:

The first would be to use our present club structure and admit mentally retarded youth as members although they are not enrolled in a specific vocational program as distributive education or trade and industrial education. They could participate in all the club's activities including holding an office. Where possible, competitive activities should be devised so as to enable these youngsters to compete with other mentally retarded youth.

The second approach would be to have club chapters of only mentally retarded youth as part of the existing vocational club structure. They would participate as any other chapter. The difficulty here is that mentally retarded youth should have the opportunity to integrate with other youth and with separate chapters, this would only happen at regional or state conferences.

The third approach would be a national vocational youth organization for mentally retarded youth. Leaders in special education and vocational education would set up this organization on the lines of the vocational youth organizations now in existence. The difficulty with this approach is that it would take many years to develop and would once again isolate mentally retarded youth.

In any case, there is no doubt in my mind that we, in vocational education must do something to include mentally retarded youth in our programs. The time is now! What are you going to do?

FOOTNOTES

1. Definitions are quoted or paraphrased from:
   Heber, R. F., A Manual on Terminology and Classifications in Mental Retardation. Monograph Supplement to the American Journal of Mental Deficiency (2nd Edition) 1961a, 1-109.

   Modification in the Manual on Terminology and Classifications in Mental Retardation. American Journal of Mental Deficiency, 1961b, Volume 65, 499-600.

2. Board of Education of the City of New York, A Manual-Administration, Procedures and Program -- Bureau for Children with Retarded Mental Development, Curriculum Bulletin No. 8, June 1963, 14-15.

3. Dunn, Lloyd M., Exceptional Children in the School, Holt, Rinehart and Winston, Inc., New York: 1963, p. 71

4. Francis, R. J. and Rarick, G. L., Motor Characteristics of the Mentally Retarded, Cooperative Research Bulletin No. 1, U. S. Office of Education 35005. Washington, D. C., Government Printing Office, 1960.

5. Muler, R. V., Social Status and Socioemphatic Differences Among Mentally Superior, Mentally Typical and Mentally Retarded Children. Exceptional Children, 1956, 23, 114-119.

6. Vergason, G., Retention in Educable Retarded and Normal Adolescent Boys As A Function of Amount of Original Training. Unpublished Doctoral Dissertation. George Peabody College for Teachers, 1962.

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CHARACTERISTICS OF YOUTH WITH SPECIAL NEEDS - HANDICAPPED

by

Dr. Richard J. Holman*

(NOTE: This presentation was reproduced from the taped sessions of the Institute)

I don't know how many of you are familiar with the State Federal Vocational Rehabilitation network, so being a typical bureaucrat, I thought I might take a few seconds and give you some figures. We've got to have figures to exist in Washington. Our agency, through the Federal Government and throughout states is very much involved with the handicapped youth. Approximately 23% of persons rehabilitated by state vocational rehabilitation agencies have, both in fiscal 1966 and 1967, been under 20 years of age. In fiscal 1967, this amounted to approximately 40,000 young men and women. As a result of our '65 amendments, State Plans for vocational rehabilitation were amended to insure that no lower age limit is made, and this, incidentally, has always been a problem with us. The age limit is 16 while under the new amendment this would no longer be in effect to eliminate a youngster just because of age. This is extremely important for organizations such as those represented here, if nothing more than to refer youngsters to vocational rehabilitation agencies. Now most of our very successful program involved, incidentally cooperative agreements with special education in vocational education and vocational rehabilitation and roughly there are approximately 2,000 programs like this throughout the country. So that is the end of my commercial on rehabilitation.

In 20 minutes or less now, I am going to try to create 95 change agents. I'll be satisfied if I get one. I would like to take some time and talk with you about young people who want to participate, can participate, and will participate, but are many times denied the process of participation for many reasons. This person is a "handicapped youth." It is my position that there is no such enity as a handicapped youth, but rather a young person with special needs and problems. Handicapped youths want everything that a so-called normal youth wants. Probably he wants it more than the other so-called normals, because he can never get it in any class. I'm not trying to split hairs to make my point. But I am setting my position to reflect that the handicapped person must be considered as an individual and should be included in greater numbers in youth organizations represented here today. An active awareness of such youngsters must be the responsibility of each club, and each club must make an effort and provision for these youngsters. Now I heard some spontaneous comments that some clubs do have these provisions. That is fine but all don't, and that's something to work for. Vocational rehabilitation over the years has found that this only works at the local level. It is very nice for national guidelines, for national instructors, for national leaders to come in and see that we should involve people in the local level, but we find it doesn't work until each individual club is active. If I leave here today with nothing more then, I would like to convey the idea that each club is responsible at the local level to actively involve these youngsters. As organization leaders, you all should be aware and probably are aware of some of the following factors which many times rule out the young person with special problems. Of course, there are many, many, many more variables which keep youngsters and young people from clubs, from the tupe of clubs represented here, and I don't have enough time to go over many of them. So I just picked out three that I thought were critical. Now you don't have to or you probably won't agree with me -- that's fine. I think the most critical is this. You might have an orthopedically handicapped youngster in your area who has some beautiful stock but never enters a show that belongs to any FFA organization. I wonder why. Or you might find a youngster who has a very scutty piece of stock or more importantly who doesn't belong. I wonder why. Now as I said, it doesn't take a great deal of sophistication and training to pick this youngster out. A second factor which rules out young people with special problems is the reaction of so-called "normals" to physically or mentally handicapped youths. I have yet to see many rushing chairman who will actively seek out handicapped youth. Many times conclusions are drawn from misunderstanding. For example, how many of you really have any idea what epilepsy is? We hear it every day. Now you don't have to go into great detail or depth. But how many of you can walk up to a person who has a tag on his forehead stating this is an epileptic and feel comfortable around him? Misunderstanding, fear avoidance, prejudice, etc. etc., etc., etc. These all lead to nothing more than isolation.

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Here is a good example. Eight-year-old Jim is not attractive, because of a birth injury and a left hand slightly crippled and he naturally has an overlay of mentally retardation. His parents brought him to Sunday school where he sat by himself, a spectator at a parade he could not join. No one spoke to him and naturally he spoke to no one. Several parents complained about having this child in the same class and there was talk of moving the family away. Unfortunately, both my first and second point are closely related, and they relate to isolation. The third category is called artificial barriers. Many times and again in all fairness and many times unknowingly, organizations and special functions eliminate a young person by rules of the game. Some states include in their livestock judging what I believe is known as oral presentations. The members make a presentation on how he has raised a particular animal and this is included in his total score. Regardless of the fact that it is good to be normal in public and it is good training for the young person, what does it have to do with raising a sure winner? More importantly, how many young people who have special problems or just cannot get up in front of a group, stay home and don't participate? The only reason I included this item was to stress the point that an individual loses out because of some criteria item which may or may not have anything to do with the primary mission. Now it is very easy to identify problems. I've got to see if I can respond to these three that I brought up. Now what can you, as leaders and what can the various organizations do to create some small positive change. Let us take a look in the following previous items discussed.

Individual perceptions and reactions . . . Isolation, many times, is one of many outcomes or special problems. Knowing this many clubs could actively reach out to the young people not in the mainstream of these activities. This can be done by special standing committees to generate this particular function. If you can't see a committee, then have your membership chairman at least be exposed to either a rehabilitation counselor or rehabilitation psychologist or someone who can break down some of these barriers which develop for the previous reasons I mentioned. The second factor . . . the reaction of "normals" to the handicapped is a rough barrier to overcome. We fight this every day. We see it every day. Unfortunately, some people never change but I do believe that change has its best chance with the youth of this country. This is an introductory statement on youth in a pamphlet called "Boomerang Friendship". It is a publication put out by the Teens Aide to the Retarded. It is a volunteer youth organization in Texas. You can get this and I really suggest that you just write for one copy. Write to TARS of Texas. 70¼ Littlefield Building, Austin, Texas 78701. It is a good little pamphlet and it will give you guidelines. But I have a real hang-up on getting kids involved, and David B. Sloane, the Executive Director, makes this opening statement. "In every generation adults seem to feel that teenagers are less responsible, more unruly, and less realistic about life then 'when I was young.' Truth is that teenagers are more attached to continual change which is the true realism of our fast-moving society than any adult. Truth is the teenager has more personal self-will, dedication, and determination that he is playing an ever increasing role of importance as young adults from the preceding 'teenage generation.' Truth is more teenagers now are more sophisticated and more knowledgeable about the world we live in, its hopes and its problems than any prior generation of teenagers, and most of todays adults. A teenager has an abundance of energy, enthusiasm, etc. He lacks only experience." This is only one reason I wanted to get here. I didn't get on the program till the end, but I think we have to, in our very stratified agencies, get use to your people. Volunteer activities within your groups can and do include something similar to the TARS organization in Texas. This group provides volunteer baby-sitting, friendship, and help to parents with retarded youngsters. Your groups could include activities such as this. I know some of you are not, but there are still those that don't get involved with activities in mental hospitals, hospitals where there are retarded, and more importantly, the home bound youngster who sees no one but his mother, his daddy and his little sisters or brothers. The home bound kid is the isolated kid that I've referred to here many times.

In concluding I guess what I'm asking your group to do is start outlining more and more of this so called generation gap stuff, which I don't believe exists -- I don't think the adults understand the youngsters. Start outlining the next generation to get to the youngsters with special problems. In our generation, we failed. So we have to look at the next generation. The third item...artificial barriers can be handled at the State and National level. If you wish, I know how political things get so tied in and they bomb, but you can't forget the fact in it and I think it is an indictment against these organizations, not particularly yours, but any. If the political hang-ups, unfortunately, hurt the people they are serving or could serve, these are hard to defend. Involve special education people or rehabilitation people to read through your activities and have them offer suggestions or a chance to remove some of these potential barriers. Believe me these kids can cry just as easily as any other youngster and they can feel just as easily as any other youngster and are not as perceived as any other normal kid.

On paper, throughout this country, there is a vocational rehabilitation council in every county, in every state. Now there might not be one for every county, but there is a counselor representing or has as his charge a county. Now maybe I am misinformed or didn't get the right information or maybe I was the retarded counselor but my experience leads me to believe the fact that our agencies throughout are not getting to your agencies and your clubs are not getting to our clubs. We're all supposed to be in the business of helping young people to develop and there is one group that is not being helped. I guess in my last statement, I as just asking for more active involvement of the organizations that are represented here today. Thank you.

DIFFERENT STROKES FOR DIFFERENT FOLKS

A. L. Reynolds*

At the onset it should be made clear that what I am about to say pertains to the black youth from an economically deprived ghetto area. The age range of the youth is from 14 to 20 years old. This is not to deny the individualism of these youths, for certainly there are characteristics possessed by each that are dissimilar enough to the group characteristics to make it possible to identify the individualism and the uniqueness. However, it is to say that primary consideration should be given the major characteristics of the group which are much more demanding, overpowering and influential.

Whether we consider the black ghetto youth, the Latin youth, the Spanish speaking youth, or the Appalachian White youth, we must realize that each have a separate life-space culture and each must relate to a majority life-space culture in order to successfully survive, develop and achieve in our society. Not only must they be able to communicate within their own culture with their peers, but they also must relate and communicate with those from a different culture, background and style of life. It may seem simple to make the statement that the black deprived youth must relate and understand the majority culture in this country, based on his ability to communicate his feelings, thoughts, beliefs, and needs. However, the process of communication is far from simple, as is the process of accepting into one's life patterns and elements which heretofore have been foreign.

The question of communication reminds me of an incident between two youths who were involved in an exchange program. Such programs usually occur when someone gets the bright idea that he has the answers to certain problems, but doesn't really want to put too much money into the solution. Black parents in Harlem and White parents in Colorado Springs, Colorado, were asked if they would be willing to exchange one child of youth age during the summer months. In this instance a 17 year old black youth arrived in Colorado Springs to stay with a family of six who had a son of his age. These particular parents were very committed to the program but had some reservations about the effect of this Harlem youth on their son George. They therefore attempted to plan as many activities as possible that would include the total family.

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One day George asked for the family car and since his parents had let him have the car before, they gave their permission. However, they made him promise that he would be back in the house by 8:00 that evening. Naturally George felt very proud to have his father's car, which was much better than his old jalopy. He wanted to drive where his friends could see him, and he wanted to get out on the expressway so he could kind of "open the car up". Time escaped George and before he knew it was 7:30. In order to get back on time he decided to take a short cut which involved driving through several alleys to get to a main street. When they got through the first alley George asked this Harlem youth if anything was coming from his direction, the black youth quickly replied, "Nothing but the man". George started up the alley and ran into a squad car. Even though the damage was not severe, the policeman gave him a ticket, took his license and warned him about such careless driving. George realized that he would be late unless he continued through the alley. As he approached the end of the alley a large truck blocked his view of the thorofare. Again he turned and asked if anything was coming. The youth replied, "Man, nothing but a hound!" George saw no dog and so proceeded: the ensuing crash hospitalized both youths.

George's parents blamed the Harlem youth for being a bad influence on their son, and were convinced the exchange program had proven a mistake. When George regained consciousness, he turned to the other youth and said, "I thought you said there was nothing coming but a hound". The youth replied, "Sure wasn't, nothing but a Greyhound - a bus"!

This a lack of communication. If today's youth cannot communicate there is little hope for the future. The process of communication, however, presupposses a common background which was obviously not the case here.

It is important at this time to describe the revelant characteristics of the deprived ghetto youth. He displays low self-esteem; he has not achieved or has achieved only marginally in school situations and has had expectations of mediocrity

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or failure. Often he expresses this through vocalization of unrealistically high aspirations; apathy; a kind of living from day to day attitude. The second characteristic of the deprived black ghetto youth is that he displays anomie or alienation so much that it is representative of the minority culture. This is particularly true in education. Often it is used to resolve antagonistic feelings towards those in authority, such as teachers, social workers, and other agency personnel. Often he responds by hesitating or mistrustful manners or by denying feelings of antagonism and passively refusing to meet problems. At other times this can be identified by destructiveness towards symbols which really represent, in essence, himself. Such a youth picks persons like himself for targets of aggression and hostility, or writes his name or nickname on walls, houses or buildings and then draws through it or throw objects at the name. This feeling of alienation covertly runs very deep and often forms the basis for communicating between these youths.

A third characteristic of this youth is his overt concern with masculinity and masculine values of figure and physical prowness as opposed to much of the conformity and non-aggressive activity reflected in schools. Consequently, this youth often finds himself in a double bind. He knows that he needs education and school experience and training in order to better himself and obtain a reasonable future, but on the other hand schooling and training is often deplored by him as too soft, weak or passive, and in some instances as feminine. If he remains within the educational structure and manages to overcome his impairments, he becomes an outcast and his manhood is questioned. No real man, his peers have decided, could succeed in such a womanly setting.

Another characteristic of the black ghetto youth is that he accepts a utilitarian view of education, being more interested in the three r's than in abstract ideas. He relates more effectively and understands his role more directly in a concrete situation or task than in an abstract one. This is because he has not had the past experiences which rewarded him for such activity, nor has he had practice in exploring and appreciating hidden meanings or ramifications.

This brings me to the last pertinent characteristic of ghetto youth, one into which many of us lack insight and understanding but which we often consciously utilize. This characteristic is the need for immediate gratification. In psychology we have a principle which we term delayed gratification, meaning that one is able to postpone satisfying certain desires and needs in order to insure future rewards. The nice clean cut young boy from the middle class family can postpone marriage because he has been able to reason that waiting, getting through school, obtaining a secure job and then getting married is a much more positive and rewarding experience. He is able to evaluate on-goingly his experience in terms of long range rewards and goals. Such is not the case of the black ghetto youth. In his life space he has quickly learned that in order to enjoy objects, people and experiences he cannot wait or postpone because if he does they won't be there. He can look at his mother, or his father if he has one, or his many brothers and sisters who are older but yet not better off than he. He can look at other people in the ghetto and his own peers who miss out on things because they don't grab now. A very good illustration of this was in a program in which we evaluated ADC mothers and the welfare system in a midwest city. One of the interviewers asked a seven year old child why he had disobeyed his mother the night before and drank all of the chocolate milk. The little boy very quickly replied, "If I wait until tomorrow there won't be none". The interviewer then asked the boy why he felt that. The little boy answered, "There ain't never enough to go around". This isolated incident is typical of the delayed gratification principle which cannot and do not exist in the ghetto.

Not understanding these characteristics when working with the black ghetto youth can cause serious problems. The most common, yet devastating result, is that programs get bogged down, creating more problems for the youth than they solve. These stem from raising classification levels, the "pie in the sky" idea, negative reinforcement and offering false promises. At times there are also extreme negative physical effects.

A few years ago I served as a consultant to evaluate a Chicago program which serves as an excellent example of such a lack of knowledge. The program was Operation Venus, which dealt with approximately seventy girls between the ages of 13 and 19 who were either school drop-outs, unwed mothers or both. The administrators showed the best of intentions in trying to help these girls improve their image, learn to appreciate work and develop positive feelings about themselves and others.

However, they failed to understand the environment from which these girls came. As a result, Operation Venus assigned the girls to one of two work stations-either a nursing home or a nursery. One day a week all the girls came down town for grooming sessions and group discussion in a "truth room". The purpose of this room was to meet there for two hours a week to tell the truth about oneself. The girls called it the "lie room" they were only able to relate in an opposite manner than initially intended.

Talking with the girls during one of these sessions I quickly found out that the program was not achieving its goals. The reason was obvious - the girls were not experiencing any unique involvement in either of these stations. As several girls phrased it, "We got old people to take care of at home, and our brother's and sister's babies to take care of at night and then we got to come down here and do the same thing we've been doing ever since we remember. And it doesn't pay enough". The staff had tried to construct a program based on delayed gratification; however, the girls were more concerned about earning a decent living than appreciating a gratifying experience. The girls felt the $1.40 an hour was very inadequate and were more interested in finding a position which would pay enough to care for themselves and their children.

Most of the girls vocalized their reason for coming to the program as a way of getting some money to "make it". Instead of helping them achieve this goal Operation Venus actually damaged them. The program was staffed by women, even though these girls came from a matriarchial society. They encouraged the girls to wear makeup and dress stylishly, and were disappointed when the girls preferred to no makeup and blue jeans. The staff failed to realize that when these girls returned to the ghetto they often had to fight their way to the 18th floor of a welfare building in order to get home. To change their appearance would make them stand out, and thus put them in danger from the old men standing on the corner, the wine heads, the bored young gang members and other hostile elements.

What the program was really trying to do was send back to the ghetto a person with middle class mate, in a area where all of these elements were foreign. The middle class male might look at her and smile, or he might stand aside and then plan a way to meet her in some future activity, but not the black ghetto youth. In the black ghetto, such is not the principle upon which the male operates. And even when the girls were successful in protecting themselves, the program had not built a constructive counterpart where there were some males who were groomed to look for such appropriate females. This is just an example of what can happen from the lack of understanding of the dynamics and the characteristics of the black ghetto youth.

If these organizations would take into account the needs of disadvantaged youth they could then develop creative programs which would succeed. Such a program could be based on a structured buddy system whereby two youths within a school system or other organization could have the opportunity to get to know and rely upon each other. There should be organized meetings where both buddies could spend time together and share information about their lives, goals, needs, wishes, likes and differences. Such a system could and should give the ghetto youth the opportunity of hearing closely the background, problems, and environmental conditions of a more fortunate youth or his counterpart, the buddy.

A second method would be to assign volunteers to spend two days or a week assisting those who need extra help. Here it is essential that such volunteers be extremely sophisticated in understanding the black ghetto youth prior to trying to work with him. What is needed is much more than the mechanics of teaching the content of a subject, it is being able to communicate the content and to utilize the proper approach so that ghetto youths can obtain maximum benefit from this.

Another method which could be used to develop creative programs germane to this population would be the use of regular group meetings led by group leaders from similar backgrounds with whom the deprived youth could identify. These groups could be broken down into areas of specialization. The purpose is to take into account special problems of "making it" and including all members interested in a particular area. Such group meetings could be structured in such a way that they not only form a supportive structure for the youth but also are able to assist the youth in modifying some of the characteristics which I described above. For example, such groups can make abstract activities and approaches more meaningful to the deprived black ghetto youth.

The last recommendation is essential to all of the above and must exist if a program is to develop results. This is to encourage and solicit support from those persons in power positions, such as faculty, directors, administrators, and staff in supporting creative programs based on the needs of these deprived black ghetto youth. Curriculum can and should be revised: traditional material and approach and their functional validity should be reexamined in terms of what the ultimate outcome should be. Merely organizing a new division of the curriculum is another put down and a statement of the old patronizing attitude which reinforces the second class citizenship position. Educators should ask, "What should students know to function well in their vocational choice, and what approaches can best get this material across?" Increased emphasis should be given to motor learning skills and concrete situations rather than sensory learning skills or abstract material.

Many youth organizations and activities will have to be restructured: there must be more doers than talkers. They must exemplify ideals through concrete ongoing programs which led themselves to the structure as described above. I suggest that all of these things -- leadership, followership, citizenship -- can be made concrete in constructive programming where each participant can learn and act on his belief. In many of these programs this can be achieved by obtaining the proper persons as leaders. Because a sense of identity is extremely important to black youths, they must see themselves as very similar, if not identical to, the leader in order for any program to achieve a positive effect. Leaders, therefore, should be chosen from those people with culturally deprived backgrounds who have managed to break the chains of the ghetto and rise socially and economically. Such people should be identified and used in any constructive program. These people are qualified to speak about the ghetto and how to break away from it. Because they understand the problems they can offer solutions and give black youths the energy and incentive to reach for the goals of any worthwhile program.

Each organization, then, is a microcosm of the community. All have institutional support systems which take into account the deverse needs of the community members, consequently they are geared toward different methods for different populations. When one creates a program based on the dynamics and characteristics of the black ghetto youth, the needs of the individual youth in the ghetto, an understanding of the lowest level of self esteem and the negative image of oneself, and based on the hostility and fear found in many youths, then one has a constructive and creative program. It need not be based on the traditional fundamentals, on different strokes for different folks because of different needs.

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THE FEASIBILITY OF YOUTH CLUBS FOR STUDENTS WITH SPECIAL LEARNING NEEDS IN TEXAS PUBLIC SCHOOLS

T. R. Jones*

Each type of State or Nationally organized youth club in Texas is a direct outgrowth of the vocational education division to which it relates and is an integral part in the total effectiveness of each of these major divisions which comprise the total picture of vocational education. In considering a potential design for a "special needs" youth club in Texas, it appears to be in order to outline the current Statewide organization for offering vocational education to students with special learning needs.

Coordinated Vocational-Academic Education is the Texas vocational program for students with special learning needs. It is designed for in-school youth who possess academic, socioeconomic, or other handicaps to such an extent as to prevent them from succeeding in standard educational endeavors. The Coordinated Vocational-Academic Education program includes a combination of vocational and modified academic instruction which provides the student dual educational opportunities of acquiring a salable vocational skill while receiving basic knowledge in the fields of math, science, English, and social studies. This dual approach enables students enrolled to reach maximum personal development, including employment potential, within their ability in the shortest possible time.

In implementing the Coordinated Vocational-Academic Education program, one of the first responsibilities is screening and selecting prospective students who are eligible for enrollment. These students usually are low or underachievers who score within an I. Q. range of 70 to 95. Characteristically, they have no personal goals in life, they lack self confidence and their abilities in communication skills are almost nonexistent. Their irregular attendance in school may be attributed most of the time to imaginary reasons. They frequently come from low income families which are long-time recipients of welfare or other subsistence type aid. Although they fail most of their courses, they are usually normal or above in potential ability to achieve satisfactorily. Specifically, in order for a student to be enrolled in a Coordinated Vocational-Academic Education program, he is required to be at least 14 years of age, one or more years behind academically or in achievement level, and able to profit from the instructional program.

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After students are screened and selected, consideration is given to the vocational course to be offered. This vocational offering is based on student and community needs and instruction is centered around a cluster of closely related occupations within a specific field of employment. The cluster concept of General Construction Trades could include instructional areas of carpentry, electricity, plumbing, masonry, concrete finishing, and painting. Students would be exposed to all of these occupations during the first year of enrollment, and if they should discover a preference for one particular area, further specialization in that area could be provided in succeeding years of enrollment in the program.

A Coordinated Vocational-Academic Education class may be organized either as a pre-employment laboratory shop or as cooperative part-time training. The school may elect to establish one or both types of these classes.

The pre-employment shop is scheduled for two consecutive hours each school day. During the remaining portion of the school day the student is enrolled in modified academic classes and other suitable courses. Since the objectives of this instruction include assisting enrollees to be employable as well as preparing them for entry into co-op type programs or regular vocational education programs later in their scholastic career, this type of class normally is utilized during the junior high and early high school years.

In cooperative part-time training each student is scheduled to receive a one-hour class in which he is taught technical information for on-the-job training. This training then is put to practical use in local businesses during a portion of the school day. Co-op classes generally serve as a polishing off process for students who previously have been trained in pre-employment shop classes.

Another important aspect of Coordinated Vocational-Academic Education is the modified academic instruction which parallels instruction in the vocational classes. The students are grouped and assigned to classes of math, English, science, and social studies in which they are taught on an ungraded basis with remedial instruction available if it is needed. Instruction given in these classes is very practical and is closely coordinated with the vocational cluster being taught. No more than 15 students are recommended for placement in any teacher's class during one instructional period. Some schools are making remarkable progress in the modified academic instructional area by team teaching and by utilizing flexibility allowed to schools in designing a program to fit the individual needs of students in their locale.

From this descriptive resume it is apparent that under the Texas State Plan for Vocational Education the program for students with special learning needs is not attached as a subdivision of any of the existing traditional divisions of vocational education; but, instead, it has been created as a new vocational education program which is designed to meet the unique needs of these particular students. As a result of this separate status of program operation, the approaches to designing youth clubs for students with special learning needs also must depart from the student's automatic entry into existing traditional youth club organizations. Texas must seek a new and more meaningful approach which will compliment and enhance the instruction offered through the Coordinated Vocational-Academic Education program.

The proven worth of vocational youth clubs in encouraging leadership, promoting respect for and understanding of habits, attitudes, and responsibilities relating to work, and the many other personal and vocational insights which may be gained through club activities is a matter of common consent among vocational educators.

In examining the overall goals of existing youth club organizations, it is concluded that the stated purposes of these clubs are similar to purposes that should be established in youth clubs for students with special learning needs. If this is true, why do we need to create a separate organization for these students? Would they receive equal benefit being included in a regular vocational education club?

From the Texas frame of reference, it is advocated by this writer that separate youth clubs for students with special learning needs are necessary in Texas public schools in order to offer maximum youth club benefits to these students with special learning needs. Even though the general goals of traditional youth clubs may be similar to those of special needs youth clubs, the methods of achieving these purposes and the emphasis given to various aspects of club activity may vary greatly. In examining the potential dropout student, we may discover that our primary objective is to develop a sense of individual responsibility. Many of these students never have belonged to any club or group and need to experience cooperative group activity which may lead to a feeling of belonging. Attaining this goal would challenge the insight and creativity of any person organizing clubs for students with special learning needs.

A student in a cosmetology class would not wish to seek membership in the Future Farmers of America. In like manner, a Coordinated Vocational-Academic Education student who is engaged in a specially designed vocational and modified academic program, would not be likely to maintain an absorbing interest as a member in a club in which a specialized vocational area, other than his own, is emphasized. His skills and knowledge in this area may be meager or non-existent. He may feel set apart from the group. It may give him further evidence that he is not and cannot be a part of school activity. This we want to avoid.

Age, too, may be a limiting factor for a Coordinated Academic-Vocational Education student who only has the choice of joining a regular youth club. He needs a youth club now, at age 14 or age 15. By the time he reaches an age at which he may become a member of the VICA or DECA he already may have dropped out of school.

What evidence do we have to support the growing necessity for special needs youth clubs? In Texas several schools are currently operating separate clubs in conjunction with their Coordinated Vocational-Academic Education program. Subjective evidence from these schools indicates that the results gained through youth clubs such as these is very promising. The desire for special needs youth clubs such as these is very promising. The desire for special needs youth clubs is voiced in ever-increasing intensity by vocational education teachers in pre-service and in-service workshop sessions throughout the State. This voice, however, does not go unchallenged. There are local philosophical and organizational problems to be faced, as well as the reality of determining the role of the Texas Education Agency in the Statewide coordination of special needs youth clubs.

It is concluded that if we believe that the needs of our students in the Texas Coordinated Vocational-Academic Education program are truly "special," we not only will provide special instruction, but also we will seek to enrich and reenforce the school program with the kinds of meaningful experiences that can best be offered through a special needs youth club.

FUTURE HOMEMAKERS OF AMERICA AS A PART OF THE VOCATIONAL EDUCATION PROGRAM IN THE SECONDARY SCHOOLS

Miss Mildred Reel*

The Future Homemakers of America is an organization for secondary school youth who have taken or are taking home economics. The more than 604,000 members work toward a common goal to "Help Individuals Improve Personal, Family and Community Living." This, too is the goal of the Home Economics Education program which is the foundation on which the Future Homemakers of America program is based. "The organization, functioning as an integral part of the Home Economics Education program in Vocational Education, provides a framework in which youth-planned and youth-directed activities can be extended beyond the classroom to enrich learning."

Future Homemakers of America provides opportunities for the development of creative individual and group leadership in home, school, and community activities, and for working cooperatively to promote democratic principles.

Future Homemakers of America encourages the continuous growth of individual members in terms of their increasing ability to make constructive contributions to chapter activities, their own families and communities.

Future Homemakers of America provides opportunities for youth and adults to work cooperatively, each group making its contribution without dominance of the other.

The program of Future Homemakers of America offers experiences which help to prepare members for adult roles in society.

"Future Homemakers of America helps to interpret the home economics program to the school and community.

Future Homemakers of America encourages members to explore vocational opportunities and the preparation required for each with special emphasis given to job and career possibilities in the home economics field.

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*Miss Reel is the National Advisor for the Future Homemakers of America, Washington, D. C.

Parental interest in and understanding of the home economics education program are increased through activities of Future Homemakers of America."[1]

All youth organizations in this country have many commonalities basically because the members are youth with many common concerns and interests. Leaders of youth organizations in Vocational Education and some Vocational Education staff members in the Office of Education, who give some assistance to youth organizations, have been meeting together to identify the values and contributions of youth organizations to Vocational Education.

Some of those which seem most important are:

- that youth in rural, suburban, and urban areas have many needs and inadequate opportunities to become members of constructive organized groups; when they do belong to youth organizations in Vocational and Technical Education they gain feelings of security and find opportunities to develop their potentialities.
- that youth organizations provide opportunities for youth directed and executed activities, with adult supervision, that offer new learning experiences.
- that youth who have opportunities to participate in organized activities are motivated and stimulated to be contributing individuals in society.
- that youth organizations provide framework for youth to learn by participation.
- that youth organizations provide opportunities for personal development through experiences in setting goals and working toward them, and through making and assessing individual and group decisions and actions.
- that youth organizations provide an avenue for interaction between home, school, and community, as members from the organizations participate in programs with the civic and business community.

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[1] An Advisor's Guide to Help Future Homemakers of America Evaluate Their Own Growth, Future Homemakers of America, U. S. Office of Education, Washington, D. C. 20202

- that youth organizations provide opportunity for parents and other adults to participate in organization and school activities -- thus helping to bridge the gap between youth and adults and between school and community.
- that youth organizations in vocational and technical education help youth identify with the world of work.
- that youth organizations in vocational and technical education contribute to more effective teaching in the various occupational areas.
- that youth organizations contribute to the achievement of the goals of vocational and technical education.
- that youth organizations in vocational and technical education attract students to vocational courses and influence many of them to become career vocational educators.
- that youth organizations through their work with other national, State, and local groups are effective public relations agents and bring recognition to vocational and technical education.

In general, the commonalities of youth organizations in vocational education are implied in the foregoing statements.

While there are many commonalities throughout all youth groups, there are also vital differences. The differences are basic to the existence of a multitude of organizations for youth, including those in Vocational Education and for the instructional program in the school of which they are a part. Each organization has its own focus and its own goals. I have already spoken of the prime purpose of the Future Homemakers of America as an integral part of Home Economics Education in the school system and its focus on the individual, the family and the community.

The adult leaders of youth organizations have given consideration to forming a national committee of youth leaders from the organizations in Vocational Education to discuss some of the commonalities of these organizations and to find some ways youth groups in Vocational Education might work effectively together. The Future Homemakers of America would favor such a plan and feel action to form this committee should be taken soon. Many states have already moved in this direction. The forming of such a youth committee or council would provide opportunity for a closer working relationship of youth interested in Vocational Education. Such a council might identify and focus in on some of the common interests they have as youth organizations such as leadership development, preparation for careers and vocations, projects for school, community and world improvement, and interpretation of Vocational Education.

At the same time we strengthen our plans for coordination of some efforts, it is imperative that each youth group maintain its own identity, with its own focus, specific objectives and organizational structure in order to reach youth with specific interests.

The Future Homemakers of America is a nonprofit youth organization, supported by membership dues. As such it has its own decision making groups, the National Executive Council composed of twelve high school youth elected annually and an adult National Advisory Board. These bodies make the decisions for the organization.

It has always been the interest of these persons, and all persons involved with Future Homemakers of America that as a part of Vocational Education and as a Home Economics Education organization, FHA be an integral part of this program in the secondary schools. Thus FHA will strive to maintain its identity as it continues to help individuals improve personal, family and community living. It shall continue to keep abreast of the times and rely on its members to help determine program content. By so doing, it will assure the active participation by members in societal needs. The Future Homemakers of America will continue to help its members focus on their citizenship responsibilities and provide opportunity for individual growth and development.

FHA will continue to work closely with other youth groups in Vocational Education, and in society at large, where cooperative effort is needed.

During our existence as a youth organization we have appreciated the support of Vocational Educators and School Administrators as well as agencies and organizations such as the U. S. Office of Education and the Division of Vocational and Technical Education, American Vocational Association. We will continue to look to them to support all youth groups in Vocational Education collectively and, at the same time, recognize the contribution each youth organizations as a unique and vital organ brings to the vocational program of which it is a part.

THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

. A PROPOSED POSITION PAPER .
FOR THE
NATIONAL INSTITUTE

August 13, 1969

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
200 Park Avenue, Falls Church, Virginia

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DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

WHAT IS DECA?

The Distributive Education Clubs of America, referred to as DECA, identifies the Program of Youth Activity related to Distributive Education and is designed to develop future leaders for marketing and distribution.

DECA is the only national youth organization operating through the schools of the nation with the specific goal of attracting youth to careers in marketing and distribution.

PURPOSES

DECA has three (3) specific purposes. Two of these purposes are identified with the purposes of the Distributive Education instructional program which illustrates the desire of DECA, as a co-curricular activity, to be identified with the instructional program it represents. DECA purposes are:

(1) To assist State Associations of DECA in their growth and development.

(2) To develop a respect for education in marketing and distribution which will contribute to occupational competence.

(3) To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

IMPORTANCE TO THE STUDENT

DE students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the attitudes of students, and many have no other opportunity to participate in planned activities of the school or to develop responsibilities of citizenship.

DECA members learn to serve as leaders and followers, and have the opportunity for state and national recognition that they would not have otherwise.

IMPORTANCE TO THE SCHOOL

DECA Chapter activities are always school-centered, thus contributing to the school's purpose of preparing well-adjusted, employable citizens. Chapter activities serve the teacher coordinator as a teaching tool by creating interest in all phases of marketing and distribution study, and serve as an avenue of expression for individual talent.

The Chapter is the "show window" for student achievement and progress. It attracts students to the DE program who are interested in marketing, management and distribution careers, and assists in subject matter presentation.

IMPORTANCE TO THE COMMUNITY

DECA members have made numerous studies and surveys to aid the economic development of their own community. Creative marketing projects continue to encourage this type of contribution.

Many businesses favor employing DE students because of their interest in training and their related school study of that particular business. Many leaders in business and government have praised the DECA program for its civic-related activities.

IMPORTANCE TO THE NATION

DE instruction and DECA activity constantly emphasize America's system of competition and private enterprise. Self help among students is the rule rather than the exception, and DECA leaders give constant encouragement to continued education.

History has proven that whenever a nation's channels of distribution fail to function, that nation is shortlived. As DECA attracts more of our nation's youth to study marketing and distribution, the total Distributive Education program becomes a vital necessity to our national security.

DECA ORGANIZATION

DE students comprise a local school Chapter. Each chapter elects its own student officers and the DE teacher-coordinator serves as Chapter Advisor. All Chapters within a state comprise a State Association of DECA, which is under the leadership of the State DECA Advisor. Each State Association and each local Chapter elects its own student leaders. National DECA is composed of State Associations. Student delegates elected by each state in turn elect their own national officers.

1969 FISCAL YEAR

For the year ending May 30, 1969, there were 97,931 DECA members in 2,935 local Chapters representing 52 State Associations. This included 84,960 Active Members in 2,936 Chapters of the High School Division; 4,640 Active Members in 185 Chapters of the Post Secondary Division; 3,870 Associate Members; 3,800 Professional Members; and 661 Alumni Members. Post Secondary Chapters existed in 32 of the State Associations. Total membership represented a gain of 17% over the previous year when a total of 83,783 members were reported.

COMPOSITION

DECA is governed by a Board of Directors whose membership is comprised of ten State Supervisors of Distributive Education, an appointed Treasurer (banker), and an appointed representative of the U. S. Office of Education. The Directors are elected three (3) per year for three (3) year terms from the membership of DECA, Incorporated.

DECA, Incorporated is composed of the head State Supervisors of Distributive Education of the respective states and territories of the United States or his appointee. DECA headquarters is administered by an Executive Director, and is located in Falls Church, Virginia, a suburb of the nation's capital.

SERVING PEOPLE

Since DECA is the only youth organization operating through the nation's schools for the purpose of attracting youth to careers in marketing and distribution, it very definitely meets a unique need of society.

Specifically, DECA contributes to meeting the unique needs of young people in three (3) broad areas:

(1) Economic needs

(2) Social needs

(3) Educational needs

(1) ECONOMIC NEEDS: DECA contributes to the employability of its members by encouraging and conducting competitive activities in such skill areas as Advertising, Sales Demonstrations, Job Interviews, Public Speaking, Display, Studies in Marketing,

Training Manuals, and Management Decision-Making. Our Creative Marketing Project is designed to identify specific areas of economic development for a given community for additional markets and/or employment possibilities.

Our Leadership Conferences, both state and national, have workshops on career development for improving skills and knowledge of our members.

(2) SOCIAL NEEDS: In DECA Chapter activities, student members can practice parliamentary procedures and the social graces necessary for advancement as a citizen. Good-grooming days are sponsored by many Chapters to encourage better grooming of the school's student body.

One organization has invested more than $100,000 in our efforts because they identify our efforts as contributing to the mental stability of a young person; that through this program and the resulting contact with the business world, a youngster is able to "slip the apron strings" at an earlier age by becoming responsible to someone other than his parents.

Many chapters engage in school betterment projects by providing equipment needed by the school, and by representing the school in civic promotions.

(3) EDUCATIONAL NEEDS: DECA members have opportunity to serve as leaders and followers. In several instances, DE and DECA efforts have provided the avenue for youngsters to stay in school as well as to continue their education at an institution of higher learning. Specifically, as of June 30, 1969, DECA has extended 181 scholarships to students whose financial need was such that they were unable to attend college without outside assistance.

DECA members learn and participate in the "democratic process" by electing their own leaders at local, state and national levels. DECA is a voluntary membership organization, conducted by and for its student members with the Distributive Education teachers and supervisors serving as DECA Advisors to each local Chapter and State Association.

COMMONALITIES

Commonalities among youth groups are many. Commonalities among youth groups associated with educational institutions are more numerous. And commonalities which can be noted among the youth groups representing vocational education are even greater in number.

From the foregoing items it can be noted that the youth group representing Distributive Education offers a strong supporting role to the instructional program it represents. Specific effort has been made to make this a reality, and the effort will be continued.

VOCATIONAL YOUTH ORGANIZATIONS - ONE OR SEVERAL

Dr. O. J. Byrnside, Jr.*

When we think of the various youth organizations in vocational education, we quite naturally think about the differences between these organizations and the different occupational objectives of the students participating in them. However, we often times fail to recognize the fact that there are many commonalities among the organizations in the general operation of their programs.

Even though there are differences such as organizational structure governing boards, administrative practices, financing, members with different career objectives, and others, it is important to point out that there is one common element among all vocational youth organizations. That element is that vocational youth organization offers a program of activities which is integrated with the specific vocational curriculum to make available the opportunities which its members need in order to prepare for an occupational career as well as assume their civic responsibilities. Regardless of which vocational youth organization a student may be a member of, his or her participation will be centered around these objectives due to the fact that the vocational youth organizations are integral parts of the total vocational program. There shall always be differences in the organizations as there shall be in the various instructional programs. This is necessary in order to fulfill the needs of the members enrolled who usually represent a wide spectrum of occupational preparation needs.

One question that would immediately come to mind is, "Do we need an advisory coordinating committee to advise all youth organizations?". Each vocational youth organization needs its own advisory committee to assist in solving the unique problems which may face that particular organization. Members of this advisory committee should be individuals who have a unique contribution to make to a specialized program designed for specific individuals preparing for an occupational career of their choice. Nearly all vocational youth organizations have such an advisory committee at the national, state, and local levels.

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*Dr. Byrnside is the Executive Director of the Future Business Leaders of America, Washington, D. C.

The steps that are being taken at the present time by the executive directors of the vocational youth organizations participating in the National Institute on the Role of Youth Organizations in Vocational Education are steps in the right direction toward developing closer cooperation and a more effective working relationship with one another.

Each month the executive directors meet at the Office of Education with the director of the Division of Vocational-Technical Education to discuss common and unique problems which we may face. Also, we attempt to gain more information on how we can work more effectively as an integral part of the vocational program. The executive directors also meet with representatives from the American Vocational Association in an effort to better inform all vocational educators, as well as general educators and the general public, about the leadership development activities and citizenship roles being played by the members of the vocational youth organizations.

No official structure or organization has been established at the national level whereby the executive directors of the vocational youth organizations operate as a "national council". This type of action would be desirable and FBLA would wholeheartedly support and participate in such a council. The purpose of a council of this nature would be to serve as an exchange mechanism whereby each organization would have the opportunity of drawing on the experiences of the other vocational youth organizations and collectively they would support one another's program.

Similarly, there could be a council at the state level made up of the executive secretaries or state advisors of each of the vocational youth organizations within the state. Also, a council could be established on the local level for all the schools in a school district or each individual school within a district could develop such a council. The purpose again, would be to cooperate with and support one another as well as learn more about each of the other vocational youth organizations.

Another question that is sometimes asked is, "Should there be a merger of all the vocational youth organizations into one organization?". The various parts of the vocational curriculum, such as agriculture, distribution, business and office, home economics, trade and industrial education, etc., operate as a part of the total program of vocational education, each providing a specialized instructional curriculum designed to meet the different needs of different students. Each "part" of the "total" operates as a member of a smooth running program. Let us picture this program as an internal combustion engine. The smooth running engine operates with water, oil, and gasoline. These separate elements assist the engine in functioning efficiently and effectively in its performance. Likewise, in the vocational education program, each specialized area operates in a different way, performs a different function, and may use somewhat different tools. However, the various areas within vocational education operate in a similar manner to a finely tuned engine. The separate elements cooperatively provide a total vocational program to meet all the needs of all the individuals enrolled in the program.

If, in this finely tuned engine, we mix the oil, gasoline, and water, and attempt to use them in any one of the separate functions that the individual element is designed to perform, we find that we would no longer have a smooth running engine. Likewise, even though there are many commonalities among the vocational youth organizations, there is a definite need for each to maintain its own identity and to continue to serve the specialized needs of its members. Therefore, a merger of all vocational youth organizations into one organization would not be feasible nor desirable.

Some of the common items with which all vocational youth organizations must deal are (1) national and state leadership conferences or conventions, (2) national and state publications or newsletters, (3) participation in competitive activities at the national, state, and local levels, (4) national, state, and local advisory committees, (5) publicizing activities of the vocational youth organization, (6) developing good public relations with school administrators and the general public, (7) scholarship programs, and many, many other common activities which are carried on by all of the vocational youth organizations.

Even though these activities are carried on in various ways which differ among vocational youth organizations, it is important that at all levels -- national, state, and local -- the advisors and officers have an opportunity to get together and exchange ideas and learn more about all other vocational youth organizations.

This is not to say that there shall be one way and one way only to conduct the affairs of all the vocational youth organizations. Quite the contrary is true. By exchanging ideas, we create new ones. One idea will work beautifully in a certain situation but the same idea may not be put into effect in another situation. For example, one school may come up with an excellent idea for fund-raising activities to assist in deferring the cost of an annual employer-employee banquet. In discussing this matter at a "state council" meeting, some schools would be able to say, "Yes, we can use this type of approach in our school". At the same time, someone else across the table may say, "No, our school district does not allow fund-raising activities of this nature." It is quite evident that every suggestion or idea will not work in every situation. But, it may be that small spark that kindles the big flame and the idea that we think is insignificant may be the idea that stimulates an even greater idea.

Even as we are bound together by a common bond in the instructional program in vocational education, so should we also be bound by a common bond among our vocational youth organizations. "Opportunities Unlimited" for youth and young adults preparing for occupational careers is the goal of each of our organizations. As we put forth our best effort to provide opportunities to our members for growth and development, it is the hope of FBLA that we will join hands in a cooperative venture and actively participate in supporting and building one another's programs. Today we can initiate the concept of full cooperation among vocational youth organizations which can and will have a profound effect on the entire field of vocational education tomorrow.

Position Paper - Office Education Association

QUESTION #1 Should there be a merger into one organization?

We feel there are too many advantages in being separate to consider a single organization. A few of these advantages are:

1. The student likes to identify with his discipline.
2. There likely will be better involvement and support by business and industry when they identify the youth group with their field.
3. We have the cooperation of professional organizations because of discipline identity.

QUESTION #2 Is there a need for an advisory coordinating committee to advise all youth organizations?

An advisory committee representing all youth organizations would be an effective way to coordinate the national activities. This united front could be effectively used in national promotion of vocational youth groups and in determining common projects.

QUESTION #3 Can a greater depth of program be achieved through identified commonalities?

A coordinating advisory committee to all youth organizations could be involved in an in-depth study of commonalities. Once carefully identified, they would add greater depth of program through joint dissemination.

QUESTION #4 How can areas of commonality be coordinated?

The Office Education Association is a federation of state organizations. It is our objective to collect ideas-commonalities from each state, organize (and disseminate) the material back to the state.

This same procedure could be used by an overall coordinating unit.

THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION, STOP - LOOK AND LISTEN

William Paul Gray*

My remarks do not necessarily express the views of opinions of the U. S. Office of Education, but are presented as the personal views of a professional person with 28 years experience working with youth and vocational education.

The Future Farmers of America, organized in 1928, is the national organization of, by and for students of agricultural education. Local chapters are located in over 8,500 secondary public schools in 50 states where systematic instruction in vocational agriculture is offered. The FFA is an intra-curricular activity in the high school program, with a membership of over 448,000. This includes several thousand girls on the local and State levels; a number of whom served or are now serving as officers and also distinguishing themselves in other activities. We feel that the FFA delegates will vote girls National Membership privileges, through a democratic procedure at this years National Convention. The FFA is an educational, non-profit, non-political self-supporting organization of voluntary membership. It is concerned with improving the broad field of agriculture; the development of leadership, character, cooperation, service, thrift, scholarship, sportsmanship, organized recreation, citizenship, and fostering of patriotism. In recognition of achievements in these areas, Congress granted the organization Federal Charter in 1950, legally making it an integral part of agricultural education.

Most histories of the FFA begin with the Smith-Hughes Act in 1917, then skip lightly to the year 1926, when the State Supervisor of Agricultural Education in Virginia, said to members of his staff, "In my opinion the students enrolled in vocational agriculture are equal to any other group of boys in the State, but somehow they seem to have a feeling of inferiority. This condition should not exist. Lets form an organization that will give them a greater opportunity for self expression and to provide for leadership training. In this way, they will develop confidence in their own ability and pride in their vocation." Similar stories could be told about the forming of each youth group in VTE. This should be the "key" as to whether there is need for other youth organizations in VTE, especially identified with a specific service for which students are enrolled and where many activities are designed to stimulate the students in their preparation for careers in their chosen field of work. This became an important factor in maintaining students interest in school, which greatly contributes to lessening of the drop out problem.

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*Mr. Gray is the National Executive Secretary of the Future Farmers of America, Alexandria, Virginia

Where a good chapter or club is in operation, there usually exists a corresponding kind of program of instruction in vocational education. For example, the FFA is designed to supplement and vitalize the instruction, to motivate the student in learning experiences, and thus is an integral part of the instructional program. Students find in the FFA, excellent ways of learning about agriculture and self development, which could not very well be made a part of the learning experience.

Why the details about the FFA? Simply because it is stated a problem exists relative to merging all youth organizations in vocational education into one big happy family of students. Apparently it needs to be made crystal clear that social, recreation and leadership activities are not the only or major purposes for vocational education youth organizations. These youth groups have differences in goals, aims, membership, teachers, dues, responsibilities of student officers, trained staff, and supporters in business and industry, not to mention their own Governing Boards and officers. Each organization has many different and significant roles to play in constructive services to the home, school and community. Likewise, individual members have different roles in preparing for the development and strengthening the nation's economy through their greatly different educational programs. Each organization is structured to administer its program to keep it abreast of training needs, and thus fulfill its role in preparing its members for employment and to take their places as leaders and responsible citizens. Granted, there are some commonalities in all youth groups, but there exists even greater differences, and these are vital and important! It is unsound to think these differences can be homogenized into one common denominator to fulfill the needs of students and also supplement the instructional program. It is suggested to those who propose "merging" that they take time to study, to discuss, and to see the total picture as to why each came into existence. The very nature of the FFA, it being a part of agricultural education by law, the manner in which it is goverened by both youth and adults cannot merge, and its members will never consider merging.

Generally speaking, a student is limited only by his willingness to learn and apply himself to the activities designed for self improvement and the educational opportunities available to him. Today careers require college degrees as well as an ever increasing demand for post secondary technical graduates who can "build upon" their high school training and experience in youth organizations. They must possess the ability to communicate, be able to meet the public, exhibit poise and project a desirable image in the field of service they represent. Therefore, I would add another important thrust for the seminar, and that is "The need exists to develop an understanding of how youth organizations in vocational and technical education can be effectively used in exploring career opportunities for students in vocational-technical education."

You will find in your packet of material from the FFA a leaflet explaining a "Careers Show" which is held each year at the National FFA Convention. Many different trade associations erect display booths which are manned by professional representatives for the associations to answer questions on careers asked by 13,000 youth who are in attendance. This year all states have been invited to send vocational counselors to observe this "Careers Show" in order to become better acquainted with the great demand existing for graduates of agricultural education. Youth, as well as vocational services, would be better served by a more effective and closer working relationship with school counselors in all services of vocational-technical education.

Regarding implementing the coordination of commonalities of vocational education youth groups, I agree some do exist. A few states have experimented with state leadership training involving State officers of all vocational youth groups. There have been some good and some questionable results. There is need to clearly define the important commonalities, then determine whether or not the groups can work most effectively together or as individual groups in the common areas. This must be carefully examined in light of the educational aims and purposes of each organization, its programs of activities, the interest of members, the qualification to teachers (advisors) - just to mention a few.

There are both advantages and disadvantages of an advisory committee for VTE organizations for each level of operation, especially where a committee is composed of both adults and members representing each service. Because each organization has its own Governing Body to set policy and to make administrative decision, an advisory committee would only function as a vehicle for an exchange of ideas and to make recommendations in light of both educational objectives and youth needs. The acceptance and the decision to initiate action would remain the prerogative of each organization as it sees fit.

For example, a division Committee on Youth Organizations chaired by Dr. Minear, has been established in the U. S. Office of Education, which holds monthly meetings and has provided each national adult leader an opportunity to become better acquainted with the organizations represented. The committee has come to grips with problems needed to be solved that relate to youth. We have agreed that the following are common to each organization:

1. Expand and improve youth organizations in metropolitan areas.
2. Give visibility to how vocational youth organizations programs can be effective as a part of instruction in meeting needs and interests of youth in metropolitan areas.
3. Provide opportunities for youth to engage in community service and citizenship development activities.
4. International Education Exchange Programs to help similar youth organizations in developing countries.

Some suggested ways in which youth organization can identify with these goals are:

1. Arrange for and conduct a national conference of selected vocational youth group representatives to develop their suggestions for appropriate techniques and activities which can be implemented by local chapters to help solve selected problems of the metropolitan areas.

2. Review youth organization chapters that have been successful in metropolitan areas and determine how the success factor might be applied to other cities.

3. Work in one or more selected cities where each youth organization has organized chapters to set up joint action programs for these youth organizations to reach youth outside the organization.

4. Plan and conduct workshops involving urban and rural youth to exchange ideas and plan action to fulfill student needs in mutual interest.

5. Assist in organizing and operating new chapters of vocational education youth organizations.

6. Assist in planning school and community improvement activities, such as safety, clean-up, paint-up, school landscaping, home improvement and conservation to develop constructive attitudes and cooperative effort.

7. Use youth group officers, alumni, members and advisors to conduct visits to cities as a means to overcome barriers of communications with inner-city youth.

8. Use State Leadership centers or camps for systematically planned and conducted programs for self development.

9. Cooperate with established civic organizations at local, State and National levels in their conferences or other activities that involve youth.

10. Assist in planning and conducting open houses, career days or other activities relating to job and career opportunities.

11. Make available persons and provide informative materials to present the need for vocational education youth organizations in the metropolitan area.

12. Plan and conduct urban-rural exchange programs.

13. Identify a procedure whereby chapters may receive recognition of documented projects or activities undertaken related to youths' acceptance and demonstration of civic responsibilities in behalf of unmet needs of metropolitan youth.

14. Cooperate with State Department (AID) for use of counterpart funds.

Much emphasis has been given to the importance of leadership. Never in the history of our country has the need for leadership been so great to make certain our democratic way of life is preserved and made more effective. A member must desire to become a good leader before his teacher, his club or chapter, or his peers can help him. He must set goals that will make a contribution toward improving his organization, the vocational service he represents, his school, his community, and to the extent it will effect the welfare of all. Vocational education youth organizations can and do provide opportunities to learn and practice leadership that would be difficult, if not impossible, to learn any other way.

Gary Swan, in emphasizing the term "Fellowship" meant the ability of students to participate in group action activities for the benefit of all. One of the most important functions of a school is to teach its students cooperative working relationships. One of the big reasons for the high turnover in industry is because people cannot get along with their fellow workers - or their employers. This can be overcome by students cooperatively working with each other. In doing so, they develop understanding and tolerance of the rights and opinions of others. Whenever students belong to something worthwhile, where they can make plans and set goals based upon their interests and needs, they will delegate and accept responsibility, practice "teamwork", or "fellowship," in group action activities and accomplish their goals with great pride!

The FFA will always strive to keep abreast of career opportunities and self development needs of its members as they prepare for responsible citizenship and competent leadership in the broad field of agriculture. The organization has in the past, and will in the future, make needed adjustments to better prepare members to meet the problems of a competitive and complex society. To do this will require the continued support of the U.S.O.E., State school administrators, State Department of Education, vocational counselors, professional organizations, business and industry, government agencies and other groups - including youth organizations. However, each youth organization in VTE must recognize this as a "two-way street," and each must strive to merit the support and trust placed upon it as an integral part of vocational-technical education.

IMPLEMENTING THE COORDINATION OF COMMONALITIES OF VOCATIONAL EDUCATION YOUTH ORGANIZATIONS

Larry Johnson*

It is recognized by all those involved in vocational youth organization activities that there are many commonalities among the various organizations. Because of the structure of Vocational Education and its objectives, we find that all the youth organizations are working with young people of the same age group and coming from, for the most part, the same type of social and economic backgrounds. Of course, there are exceptions, but generally, I think this is true. While there are many similarities between the various services of Vocational Education, the basic services as we know them today provide great diversity. These differences are and have been identified in Vocational Education since 1917. Youth groups have developed, based on the various services in an effort to serve students with similar vocational training objectives. This plan has, for more than 40 years, been acceptable.

In recent years, there has been discussion as to whether there should be one vocational youth organization to serve youth in all of Vocational Education. The justification of this is the great similarity between all the youth groups. However, the idea has been promoted, for the most part,by those individuals in certain services of Vocational Education whose popularity has begun to ebb and whose training programs have not necessarily kept pace with the changing American economy and the needs of our youth.

Admittedly, all of the youth groups place emphasis on leadership, character, and citizenship development. Additional emphasis is placed on patriotism, personal advancement and the understanding and practicing of democracy. However, it must be understood that many youth organizations in America have these objectives; so, the only valid common denominator which makes us distinctive is the fact that our students are training for gainful employment.

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*Mr. Johnson is Executive Director of Vocational Industrial Clubs of America, Falls Church, Virginia

While a merger of all youth organizations would serve to simplify the school administrator's job, it would reduce the number of opportunities for student participation and it would generalize the students' participation to the point that it would be unattractive and not very meaningful. The vast differences in the background of those persons coming into Vocational Education, for example, in the areas of Agriculture and Trade and Industrial Education, would tend to nullify any hope of real cooperation in club activities.

While the above is certainly enough justification for not having one organization, probably the most important reason for having youth organizations serving the various services is the fact that Vocational Education is growing so fast. It is in the best interest of administration for a growing organization to delegate responsibilities in order that work may be carried out in the most efficient manner. I think we can learn from experience by observing various operations on the national level within the U. S. Office of Education. The objective is to inspire aggressing leadership and it is a physical impossibility to serve vastly different groups of people without specializing and employing staff possessing special skills.

Most definitely, there is a time and need for coordination of youth organization activities at the national, state, and local levels. This is being done nationally and in some states and in certain local communities. Because of the large numbers of students involved in training programs in many local areas, coordination will be absolutely necessary. Common calendars will have to be kept and decisions made on who handles certain club projects within a given community. If this is not done, we will find the vocational youth in the various organizations "tripping" over one another, thereby antagonizing the local citizens.

It is questionable that great depth could be accomplished by any single organization simply because certain areas have been identified to be common to all. If all groups worked in a common area, for example, patriotism, it is very likely that good would result. But developing a program that would actually provide depth would depend upon the emphasis placed on the activity by not only the national organization but the state and local club. The problem that arises is one of not having a program conditioned to the students and teachers who have specific vocational objectives in their training programs.

In summary, it is felt by the Vocational Industrial Clubs of America, that a merger into one organization would not serve the best interests of the students. However, there are a number of similarities that can be identified and through coordination of joint efforts greater progress can be made. It is questionnable whether greater depth could be added to the programs through concerted efforts in areas of commonalities, but it should be attempted. Common areas of interest can be coordinated through executive officer groups and through adult boards possessing administrative responsibilities for the various youth organizations.

TO CONSIDER WAYS OF IMPLEMENTING THE COORDINATION OF COMMONALITIES OF VOCATIONAL-EDUCATION YOUTH ORGANIZATIONS

Richard L. Haner*

The Position:

In the New York State Education Department, the Associate for Youth Leadership Development assumes responsibility for planning, organizing, and coordinating new leadership development activities and extends and improves existing developmental programs sponsored by the Bureau of Agriculture, Home Economics, Business and Distributive Education, and Trade and Technical Education. This position is directly under the supervision of the Director of Occupational Education. Some of the specific duties include the following:

> Prepares the annual calendar of events consisting of State, district and regional conferences, and schedules activities such as in-service training workshops for State and district officers, and summer leadership seminars for officers of such national organizations as Future Farmers of America, Distributive Education Clubs of America, Future Business Leaders of America, Future Homemakers of America, Vocational Industrial Clubs of America and others.
>
> Acts as consultant to State advisors, district superintendents, city superintendents, principals, occupational directors, supervisors and teachers explaining the importance of youth leadership organizations and the steps necessary to implement such programs as an integral part of quality occupational training programs.
>
> Evaluates youth organization activities and publicizes these activities through a public relations program of news releases, displays, and exhibits at State Fairs, award programs, radio and television promotions.
>
> Supervises the editing, printing, and distribution of youth organization publications, including newsletters, programs of work, planning guides, bulletins, brochures and workshop materials.

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*Mr. Haner is the Associate in Youth Leadership Development, New York State Education Department , Albany, New York

Provides assistance in the development of fund-raising procedures and methods for efficiently processing membership rosters.

Attends meetings of groups designated to serve national youth organizations in an effort to foster good working relationships with sponsoring associations such as trade associations, federal and state agencies.

Serves as New York State liaison representative for youth organizations at State, national or international conferences when attendance at such meetings could contribute to the expansion and substantial improvement of program for youth leadership development in New York State.

The Author:

Born and raised on a dairy farm near a small village in the Hudson River Valley, the author is well acquainted with rural youth and their organizations. He received his Bachelor of Science and Master of Education degrees from Cornell University and is doing advanced work at Syracuse University. He is certified as a Vocational Agriculture teacher, Science teacher, Secondary Principal and Superintendent. He served as Vocational-Agriculture teacher and FFA advisor for seven years, was a district vice principal for four years and was a chief school administrator for two years. He has also been a County 4-H Agent in Ohio for three years, and has been in his present position for one year gathering experiences and information about the total youth organization program.

He has four girls and a boy and enjoys golf during the summer and patrolling the ski slopes during the winter.

The Problem:

Question 1 - Should there be a merger into one organization?

With developing area occupational education programs this appears logical. Perhaps the DAR, VFW, American Legion should form an alliance? Should the scouts, campfire girls and 4-H be consolidated? In New York State the similarities of all the youth organizations is extensive. But who will give up their identity in a flourishing organization for an unknown fledgling? There are common bonds that young people identify with each organization. Would these be lost? The youth organizations in occupational education each have a set of officers at the local, area, state and national levels.

This provides many more youth with the opportunity to serve and lead. The present arrangement provides them with a choice of organizations.

Where would we recruit our adult advisors? One organization cannot be subject-matter oriented. Would it be completely extracurricular? In New York State, many staff members are paid added stipends for their extracurricular school activities. We consider youth organizations an intracurricular activity, a part of the job.

Question 2 - Is there a need for an advisory coordinating committee to advise all youth organizations?

In New York State we have a Youth Council consisting of Mr. Charles Stebbins, State VICA Advisor; Miss Elizabeth Brown, State FHA Advisor; Mr. Elton Murphy, State FBLA Advisor; Mr. John Brophy, State DECA Advisor; Mr. Wallace Vog, Deputy State FFA Advisor; Mr. Mike Kozma, liaison for the 90 Industrial Arts clubs with about 1,000 members that do not have a formal state organization and the author as chairman.

This council has met five times this past winter. The agenda is sent out prior to the meeting and members are free to add to the agenda at the meetings.

This next year, the Youth Council will meet on the second Monday of each month at 9:00 A.M. from September to June inclusive. A new format will include a presentation by each advisor in the form of a summary of the events and activities since our last meeting, events in the immediate future and any tentative or confirmed dates for future conferences, meeting, leadership sessions, both state and national.

Some topics we discuss are State Fair participation, leadership training, and how to utilize and what to expect of an organization representative to your conference (i.e. FFA President invited to DECA meeting). At a recent session, we discussed the registration fees at each conference and how the money was used. At another meeting, the amount of state and national dues of each organization was discussed.

Through this exchange it is hoped each will become somewhat informed of the other youth organizations, and increased cooperation will be forthcoming. Each youth organization's State Advisor is assigned to a subject-matter bureau. Do they have to be? Can a bureau be set up on the State level for youth organization advisors? This past and present arrangement has tended to keep these State Advisors apart with little time or desire to explore and become familiar with or work with the other youth organizations. They have worked in adjoining offices for years with little or no exchange of operational procedures.

The New York State Education Department is in the process of incorporating each youth organization under the education law. Each of these have an adult Board of Trustees of from seven to twelve members. It is conceivable to have a steering committee of the Trustees or a Committee from each youth organization. Should the expenses of such meetings be handled by the State, local school or the youth organizations?

On the local school level, meeting of the advisors of youth organizations may aid in common or shared activities and could add to the understanding and cooperation of all the youth. For years we have witnessed cooperation by Occupational Education Youth Organizations such as the FFA and FHA getting together for banquets, Sadie Hawkins Day dances, picnics, and community projects.

Question 3 - Can a greater depth of program be achieved through identified commonalities?

One of the major roles of the youth leadership office in New York State is to identify youth organization commonalities and provide each youth organization with aid in these areas.

At conferences the physical set-up, registration, and fees are handled by that office. This, we feel, frees the State Advisor to concentrate on the program and to work with the members and their advisors.

With the several youth organizations publishing a total of 14 issues of newspapers throughout the year, we are in the process of trying to find one printer to take advantage of volume printing and using a trained staff member in the Youth Leadership Development Unit as editor. This will relieve the State Advisor of one more duty. Could this lead to a common format? Could an occupational education printing shop do this as a production item?

Membership rosters and dues are processed by my competent secretaries freeing the State Advisor of a routine chore they used to perform. One office can become efficient in handling such routine matters. Questions involving program judgment are directed to the State Advisor for answer. The office has become efficient in handling mailings and mimeograph work.

This year we requested funds to start a leadership training camp for the state officers of the youth organizations. This was not approved. The FFA and DECNY are proceeding with a five-day leadership camp on their own using budgeted funds. It is hoped that the other youth organizations can budget for this in 1970. In the interim we are investigating other means of financing leadership training programs for youth and advisors.

Question 4 - How can areas of commonality be coordinated?

In New York State, the State Advisor has many other duties and is not assigned full time to youth work. They do not have the time to explore many new ideas or do extensive research. A possible solution is to have a coordinator's office work with each of the State Advisors who are assigned to the subject-matter bureau as we do now. Another is to have the youth club advisors assigned to one unit where they work together all the time on youth organizations. This means a full-time state advisor for each youth organization. A bureau of full-time youth club advisors on the state level could consist of several specialists. Each would then be an advisor for one youth organization and work with and know the other organizations. One advisor could do the editing of all publications, another handle all the leadership training, etc., each being responsible for an area covering all the youth organizations. The greater use of advisory committees could aid in greater program depth.

If a program is to expand and succeed, it must come from the youth. It is their organization, it is their program. We can only aid, guide and suggest, but final success depends on their participating in the program.

Following is a partial list of the youth organization commonalities that we are proceeding to try and solve jointly:

Charters and incorporation
Officer Training and duties
Program of activities (work)
Fund raising
Public relations programs

Public speaking
Giving and receiving awards
Etiquette - personal conduct of officers
Conference planning
Increasing membership
Nomination of Officers
Contest policies
Parliamentary Procedure
Consistent procedures and policies
Ceremonies
Insurance and legal problems
Banquet planning
Good Will Tours
Non-profit organization taxes

Youth Leadership Development, in name only, is new in New York State. FFA and FHA have been doing it for decades. It is in a state of transition as we feel our way day to day, month to month. We have, in our short year, hand changes in policy due to reallocation of funds and personnel.

New ideas are being injected into this program as we go along. Many are being sifted out - others incorporated. In New York State we are very optimistic and see a grand and glorious future for the present and budding youth organizations in occupational education.

THE GUIDANCE FUNCTION OF YOUTH ORGANIZATIONS

Dr. Herbert W. Houghton*

The session theme is the role (if any) of youth organizations in the guidance function. Youth organizations refer minimally, but not necessarily exclusively, to the six represented at this Institute with their various alphabetical melanges, DECA, FBLA, FFA, FHA, OEA, and VICA. A 1961 survey asked counselors, who perform guidance services, and counselor educators, who prepare counselors, their opinions as to guidance objectives and activities in 1980. Their survey responses projected that the trend in guidance services would be to contribute to student self-understanding, self-acceptance and self-reliance, informed educational and vocational choices by students, group learning experiences, realistic counseling of girls, and encouragement of diversity in talents.[1] These projections clearly reflect the long-standing guidance areas[2] of individual inventory and educational and occupational information and planning, with counseling and group experiences as useful techniques and modi operandi, and imply those of placement and follow-up or evaluation. Thus, it would appear that Institute participants and readers, whether past, current or future oriented, whether conservative or liberal, would accept translation of this session theme into determination of the feasibility of youth organizational involvement in the guidance functions of realistic student self-understanding, student educational and vocational planning, and student enhancement and self-actualization, with organizational contributions possible in the guidance areas of placement and follow-up or evaluation.

My change under this theme was to address myself specifically in a position paper to four questions, but to approach the responses to them in terms of an undergirding theoretical base useful to youth organizations in their confrontation with them. Such theoretical focus leaves to others "the nitti gritti" and the practical implementation. To me, it has meant to extract and to synthesize pertinent tenets from self or ego theory, attitudinal change theory, behavioral change theory, learning theory, personality theory, organizational theory and vocational development theory. I have not deemed it necessary in the light of voluminous research evidence, such as Project Talent, to establish as a frame of reference youth's general lack of occupational information, unsystematic development of vocational interests, instability of stated occupational objectives, lack of background and experience to interpret vocational information properly and meaningfully, and failure of socialization agents to provide levels of awareness sufficient to foster youth commitment or psychical investment.

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[1] C. Gilbert Wrenn. The Counseling in a Changing World. American Personnel and Guidance Association, Washington, D. C., 1962. Chapter 5.

[2] See New York State Education Department's "Good Guidance & Enough of It," issued in 1957 and reaffirmed in 1966.

I shall eventually make frequent use of these terms: change-agent, defined typically as a behavioral agent brought in to help a client, but used here to apply to an individual, institution or organization which assists in producing a real change in a client-system, which emphasizes the totality of the recipient of change efforts and which may likewise be an individual, institution or organization. Useful subsequently will be the thought of Bennis: "The change agent, in collaboration with the client-system, attempts to apply valid knowledge to the client's problems. These four elements in combination, change-agent, client system, valid knowledge, and a deliberate and collaborative relationship -- circumscribe the class of activities referred to as 'planned change.'"[3]

Let me now interpret my four questions in my theoretical frame of reference:

HOW SHOULD COUNSELOR EDUCATORS WORK WITH VOCATIONAL YOUTH ORGANIZATIONS?

They should, of course, work well, but my theoretical focus demands consideration of what constitutes acceptance of one individual by another or by a group of individuals to the extent that each may bring change in the other procedurally and/or personally. Others assigned to this theme are considering counselors rather than counselor educators in such a work situation and all of us are concerned with student and youth organizational working relationships. I encompass these groups, for my focus is on acceptance to the degree that one may be an effective change agent, with all parties (counselor educators, counselors, students and youth organizations) being both change-agents and client-systems or recipients of change.

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[3] Warren Bennis. Changing Organizations. McGraw-Hill Book Company, New York, 1966. p. 5

DO YOUTH ACTIVITIES IN FACT CHANGE ATTITUDES OF STUDENTS TOWARD CLASS INSTRUCTION AND OCCUPATIONAL GOALS?

Youth activities could or could not be a part of an organizational program as this question is couched. Furthermore, if they are a part, it would seem that to really respond to the query, activities would have to show definite commonality or else be particularized by organization. It is not clear either what attitude exists or is expected instructionally or goalwise -- position or negative toward both, negative toward the former and positive toward the latter or vice versa, or what. The activities, instructions and goals are "nitti gritti", (although the requested specificity appears still mandatory), so that I may avoid them, but the change aspect is within my purview. While still considering the roles of change-agent and client-system, I shall look forward to behavioral rather than attitudinal changes for these reasons. Attitudes have been variously defined as primarily a way of being "set" toward or against certain things,[4] as a relatively stable affective response to an object[5] and as a tendency or disposition to evaluate an object or symbol of that object in a certain way.[6] Any of these definitions permit attitudes to be construed as private and capable of maintenance without being subjected to questioning or argument or even if so challenged, with few the wiser, but behavior, being visible, yields much more to pressure and accomodations. Finally, Chester A. Insko, in his exhaustive recent study of attitudinal change theory, concludes: "The survey of the various theoretical orientations in the preceding pages makes it quite evident that the field of attitude change is a long way from having any one theory that is a serious contender as a respectable general theory. From the present vantage point the most glaring weakness of contemporary theorizing is the lack of emphasis upon the relation between attitudes and behavior. The theories seem to have concentrated on the relation between attitudes (affection) and opinions (congition) and have almost completely neglected behavior (conation). Common sense seems to suggest that there is some relation between attitudes and behavior, but social psychology has been slow to explore the matter. What are the circumstances under which attitudes or opinion change might be expected to produce behavior change? Surely such circumstances need to be specified."[7] So it is still a consideration of change-agent and client-system, with the youth organization in the role of the former and students, the latter, but there is now interjected the need to look at the change process itself or, if you wish, the behavioral change process.

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[4] G. Murphy, L. Murphy & T. Newcomb. Experimental Social Psychology. Harper & Row, New York, 1937. p. 889.

[5] M. Rosenberg. "Cognitive Structure & Attitudinal Affect." Journal of Abnormal Psychology, 1956, 53, p. 367.

[6] D. Katz & E. Statland, "A Preliminary Statement of a Theory of Attitude Structure & Change" in S. Koch's (ed.) Psychology: A Study of a Science (Vol. 3), McGraw-Hill, New York, 1959, p. 428.

SHOULD YOUTH ORGANIZATIONS PLAN EXPERIENCES WHICH WILL INCREASE THEIR UNDERSTANDING OF PERSONAL QUALITIES NEEDED FOR SUCCESS AS AN EMPLOYEE? and WHAT ARE THESE EXPERIENCES?

The intent of the first question would seem to mean youth organizational development of experiences by which students understand more completely the personal qualities needed by employees in occupations to which the organization is related, e.g., marketing and distribution personnel qualities as seen by DECA. Even if one avoids the semantic pitfall created by the word, successful, one must agree that employees in a certain occupation must have common personal qualities to be a success and this is debatable. My theoretical framework permits me to again avoid such issues and to concern myself again with the change process to ascertain now how persons internalize new personal qualities or characteristics. The fourth question would lead to the conclusion that the propounder of the question had already answered the third question in the affirmative. Our answer will have to be found in experiences by which an individual, both with and without assistance, changes his behavior to internalize new attributes.

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[7] Chester A. Insko. Theories of Attitude Change. Appleton-Century-Crofts, New York, 1967. p. 348.

In summary, then, this paper will indicate why a person is willing to change, whether it be his self-concept, self-image, personality, traits, goals, attitudes or behavior. It must deal sufficiently with the change process itself to make clear the involvement of the individual and his own efforts toward change and the involvement of the change-agent who reached a degree of acceptability to the client-system to establish conditions for and effect change.

In most past and current personality formulations, the self, the central being of the individual person, figures prominently. One confirms such use of the self, self-concept or ego by studying the theories of Adler, Allport, Angyel, Cattell, Freud, Goldstein, Jung, Murphy, Murray and Sullivan. Each person has a self-concept or self-image which may be classified as the real or actual self as perceived by the individual and as opposed to the ideal self which the individual would like to attain. The self-concept is formed early in life from the child's experiences with significant others in his environment, and others in the future as well as patterns of behavior are selected or rejected in terms of their perceived ability to keep the self-image intact, to satisfy the individual's needs and to promote his sense of well-being. The individual strives before others and in his own eyes to be himself as he perceives and resists frequently any inconsistency with or contradiction or threat to his perception of self.

How then does the individual become willing to change his self-concept, or in brief, become willing to change? Before answering this question, let me say in tune with Nietzche's assertation of man as a "recurring decimal" that my position on personality change is expressed in the Hall and Lindzey statement: "The contrast between Freud's and Lewin's theoretical positions nicely illustrates the variation among personality theorists in their emphasis upon the significance of contemporary factors as opposed to the significance of events taking place early in development. The stimulus response theory of Miller and Dollard, Murphy's biosocial theory, Murray's personology, and Sullivan's interpersonal theory resemble Freud's theory in their emphasis upon early experience, and Allport's and Roger's theories resemble Lewin's position in stressing the contemporanious."[8] To me, early and contemporary factors can effect personality development and change.

How then does the individual become willing to change? Depending on which theory one draws from among those studied as previously indicated, the key rests in the words, disequilibrium, dissonance, discrepancy, tension, inner conflict, ego tensions, divergence and the "unfreezing" stage. When the individual realized that there is incongruity between the real and ideal self, the individual is in a state of disequilibrium and dependent upon the magnitude of the discrepancy, may be receptive to change or reorganization. He is capable of actualizing himself and of approaching the ideal self and responds favorably to situations permitting of expression and exploration of his potentials and thus, of growth toward self-fulfilment. Disequilibrium may arise from many sources, - the individual himself, external forces such as the change-agent, curiosity, boredom, identification with a role model, to cite a few. Attitudinal theories explain an individual's willingness to undergo reorganizing activities on the basis of instability created by inconsistency between the affective and cognitive components of the attitude as long as the individual's tolerance limit for such inconsistency is exceeded. In the area of vocational development theory, Super presented a theory in which the vocational development process is termed "essentially that of developing and implementing a self concept"[9] and the method involving "compromise . . . between the self-concept and reality ... one of role playing."[10] The process, says Super, takes place over a period of time and is best explained by a combination of determinants which themselves interact, are modified and thus developed with time. Katz, dealing with the theory of occupational choice and guidance, writes: "According to 'self-concept' theory and interpreted here, the multipotentiality of the individual suggests that (1) early specification of content is relatively unimportant; (2) actuarial data interact with existing concepts to shape hypothesis about self that are subject to reality testing; (3) this reality testing can often take place within the context of immediate educational decisions, can thus be confirmed, corroborated, modified, or revised, with various effects on long-range tentative goals or plans; (4) experience can thus effect a series of reintegrations of self-concept -- so that inconstancy of verbalized occupational preferences will not be unexpected. Inconsistancy, however, is not tantamount to instability. Each reintegration establishes a new equilibrium. Events -- the perceptions and interpretations of outcomes -- will maintain or upset this balance between self-concept and reality. Guidance may then consist of helping the individual to test and reinstate this "mobile equilibrium" at appropriate times in a rational way."[11]

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[8] Calvin S. Hall and Gardner Lindzey. Theories of Personality. John Wiley and Sons, Inc., New York, 1965. p. 542.

[9] Donald Super, "A Theory of Vocational Development," The American Psychologist, 8, 1953, pp. 185-190.

[10] Ibid.

Even with willingness a genuine change in behavior may not occur. C. Gratton Kemp in his chapter on change in behavior in his most intriguing book, Intangibles in Counseling, provides most helpful data on this point. Kemp[12] notes that a change can be phenotypical, i.e., a superficial, conforming kind of change on the basis of expediency, opportunism or lack of alternative and thus not a real change or change can be genotypical, the result of the individual's wrestling with experience when change and direction are his to choose, i.e., he changes only when he is free to do otherwise. "Genuine change in behavior does not take place without total involvement," states Kemp, psychologically, this means that the individual is involved on the cognitive, conative and motoric levels; that is, his involvement consists of his thinking, perception, meaning, feeling, and the action implied in carrying out the decisions."[13] Samuel Beck has concluded that "we cannot know without the intellect; we do not know until we experience with the emotions."[14]

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[11] Martin Katz, Decisions and Values: A Rationale for Secondary School Guidance. College Entrance Examination Board, New York, 1963. p. 15.

[12] C. Gratton Kemp. Intangibles in Counseling. Houghton Mifflin Company, New York, 1967. Chapter 11 (pp. 152-165).

Kemp[15] helps much further with the change process when he indicates that disequilibrium may be met by a reinforcement approach externally to changing behavior which relies upon extrinsic motivation, including extrinsic rewards or punishments, or by intrinsic motivation, which is self-change because the individual's perception of the incongruity between the actual and the desirable.

Learning theory is supportive of both viewpoints but this paper favors the indispensable autonomy of the client system as a participant in the change process. Worchel and Byrne differentiate between "merely" and "really" learning on the basis of participation of the individual's feelings in the learning process, with "mere" rote learnings of facts predicated to result in little (or different) behavioral change and "really" learning predicted to result in observable behavioral changes.[16] Moustakas stresses: "An individual learns significantly only those things which are involved in the maintenance or enhancement of self. No one can force the individual to permanent or creative learning. He will learn only if he wills to. Any other type of learning is temporary and inconsistent with the self and will disappear as soon as threat is removed ...We cannot teach another person directly and we cannot facilitate real learning in the sense of making it easier. We can make learning for another person possible by providing information, the setting, atmosphere, materials, resources, and by being there. The learning process itself is a unique individualistic experience ... The educational situation which most effectively promotes significant learning is one in which (a) the threat to the self of the learner is at a minimum while at the same time the uniqueness of the individual is regarded as worthwhile and is deeply respected and (b) the person is free to explore the materials and resources which are available to him in the light of his own interests and potentiality."[17] Lastly, Carl Rogers has this passage in his very provocative new book, Freedom to Learn: "Let me define a bit more precisely the elements which are involved in such significant or experiential learning. It has a quality of personal involvement -- the whole person in both his feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending comes from within. It is persuasive. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. It is evaluated by the learner. He knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing. The locus of evaluation we might say, resides definitely in the learner."[18]

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[13] Kemp, op. cite., p. 154

[14] Samuel Beck. "Emotional Experience as a Necessary Constituent in Knowing," in M. Reynart (ed.), Feelings and Emotions, McGraw-Hill Book Company, New York, 1950. pp. 59-108.

[15] Kemp. op. cite., p. 157

[16] Philip Worchel and Donn Byrne. Personality Change. John Wiley and Sons, Inc., New York, 1964. p. 107.

To this point, indication has been made theoretically as to why an individual is willing to make a genuine change in behavior and as to how the individual is involved in the change

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[17] Clark Moustakas (ed.) The Self. Harper and Brothers, New York, 1956. pp. 9-11.

[18] Carl Rogers. Freedom to Learn. Charles E. Merrill Publishing Company, Columbus, Ohio, 1969. p. 5.

(or learning) process. The question yet to be resolved is the involvement of the change-agent to the degree of acceptability by the client-system so that he may establish conditions for and effect change. Consideration thus is directed toward the change-agent (facilitator of learning) -- client-system relationship which is the channel for the knowledge and influence of the change-agent and pivotal for the success of the change effort. In therapy, regardless of how it is defined the relationship is usually deemed to be the heart of the process of behavioral change.

The change-agent's characteristics to permit acceptability and his role to assist in the effecting of change are the following for the reasons indicated:

1. The change-agent must be a double agent, which in no way indicates the duplicity of the spy realm or the "phoniness" so abhorrent to the younger generation, but signifies approachability and empathy and yet, neutrality and objectiveity. First impressions must infer correctly that the change-agent can and wishes to give help, is friendly, and not only listens but hears. Each youth organization may look at the counselor educator for example, as an occupant of an ivory tower whose major contact with the real working world has been either nil or through books (which, incidentally, his training and/or certification requirements deny); the counselor educator may look at the youth organization as a threat to student individuality as it seemingly recruits and pressures youth in certain occupational directions; the student may discount one as a theorist, the other as a bully, and both, as residents on the other side of the generation gap. The change-agent should be perceived as knowledgeable, which he should be, and as a purveyor of favorable and unfavorable information to the client-system with the sole motivation of assisting the client-system in self-assessment and determination of the feasibility of changes. The latter roles mandate operational and relational skills in the change-agent along with the facility of inspiration of trust dependent partly upon the agent's lack of defensiveness and pose. The change-agent must be able to "diagnose" the client-system's motivations and resources for change and elicit commitment and collaboration from the client-system without arousing hostility.

2. The change-agent must have behavioral flexibility and select the appropriate helping role of the moment. He may have to be supportive, both psychologically and consultative wise when (a) the client-system finds the process slow, difficult, and momentarily defeating, uncertain or encouraging of over-dependency; (b) the client-system falters in the transformation of his intentions in actual change efforts; (c) the client-system is anxious about or awkward in his coping efforts or new patterns of behavior; (d) the client-system has reached a decision point; (e) the client-system needs adequate and clear feedback on the results of his change efforts; (f) the relationship is to be terminated, so that a substitute for the change-agent is "built into" the client-system or the change-agent indicates his availability if new disequilibrium appears. He may have to be firm when (a) the client-system is reluctant to furnish self-information personal time, or emotional and material investment; (b) resistance, defensive reactions or hostility come into play on the part of the client-system either, because the change-agent is seen as a parental pressure substitute or the change is profound and anxiety-producing or the self seems to be severely threatened; (c) client-system solutions are premature or irrational; (d) maintenance of a healthy degree of tension can impel the client-system to self-actualization. The change-agent role may at times be predominantly an informational one, a creator of special learning arrangements for the client-system, or opener of previously noise-ridden channels of communication.

3. The change-agent is a true facilitator of learning, which denotes cognizance of how he can contribute to the learning process. Let us repeat here an earlier statement quoted from Moustakas: "We can make learning for another person possible by providing information, the setting, atmosphere, materials, resources and by being there."[19] In light of this statement, the change-agent (a) brings client realization of a need for change; (b) establishes a change relationship; (c) explores various change alternatives and their consequences with the client-system; (d) brings from his own experience and knowledge helpful data, including

accurate occupational information; (e) assists client-system in establishment of change goals, both short-range intermediate and long-range, and means of action; (f) places client-system in a special learning environment or provides learning opportunities. This latter point may need clarification. Learning experiences must be provided to develop self concepts for effective living, which means opportunities for an individual to feel and perceive himself or to explore and test himself and innovations in actual or simulated situations. This is rational reality testing. It means provision of background and experiences for the client-system for proper and meaningful interpretation of occupational information.

Previous discussion of learning theory has raised the issue of the degree of client-agent dominance or control. In a study of ten diverse psychotherapeutic systems, it was found that "the therapist is viewed as an expert who knows what to do and how the patient should solve his problems, or the patient himself determines the goals of treatment, or the goals are jointly worked out by patient and therapist in a democratic manner. As to therapeutic goals, two central distinctions are made. Either primary attention is given to the elimination of undesirable behavior, or the development of new behavior is stressed as the primary look ... Insight, or self-understanding, is viewed as a necessary condition for effective behavior change by adherents of the major schools of therapy, though it is by no means universally accepted."[20] A parallel is seen in motivation, if the change-agent rejects any association with therapy. If one endorses extrinsic motivation, the change-agent, knowing what is best, assumes direct responsibility for securing desirable change from his viewpoint for the client-system, assumed to be be incapable of such determination. In intrinsic motivation, the recognition by the client-system of incongruence stimulates its own motivation, as Kemp[21] suggests, and the decision and recompense are within the individual who is more truly confronting reality. A change-agent can help the client search for or point out unrealistic perceptions of self or environment, emphasize problem-solving strategies, establish more appropriate behavioral goals, or collaborate with the client-system in diagnosis and remedy for change.

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[20] D. H. Ford and H. B. Urban. Systems of Psychotherapy: A Comparative Study. John Wiley and Sons, Inc., New York, 1963. pp. 24-27.

[21] Kemp, op. cit., pp. 152-165.

Youth organizations are organizations. They can be confronted with the advantages and disadvantages of organizations as suggested by Presthus: "large size, specialization, hierachy, status anxiety, oligarchy (rule by the few), cooptation (selection of their successors by the organizations elite), "efficiency", freedom from conflict and rationality."[22] Bennis lists among the flaws and problems in the bureaucratic model: "arbitrary and zany rules; an underworld or informal organization which subverts or even replaces the formal apparatus; confusion and conflict among rules; development of conformity and the "group-think"; outdated systems of control and authority; thwarting or distortion of communications and innovative ideas; mistrust and fear of reprisals."[23] An organization's authority system may insist that its members and those with whom it comes in contact accept uncritically its legitimacy and procedures. The work imperative as central may be very strong. Ideological positions of organizations can be outmodeled and operations, inflexible. Each youth organization should survey itself in terms of the above criteria and determine the salutory and detrimental effects upon students associated with it.

In conclusion, "young manhood and womenhood are calling for expression, for more wide-flung purposes and aims ... but now, more than ever, a youth desires to act according to his own ideas and plans ... The Y.M.C.A. and the Junior Chambers of Commerce offer him mediums of expression, but perhaps too little opportunity to plan the program or the procedure as an expression of himself and his group. Experts are all too easily available, there is nothing important left for him to do, to think out and decide."[24] A 1969 admonition to organizations? 1959? 1950? No, a prefatory statement in a 1935 book on organizations for youth. Guilty, anyone?

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[22] Robert Presthus. The Organizational Society. Alfred A. Knopf, New York 1962. p. 27.

[23] Warren G. Bennis. Changing Organizations. McGraw-Hill Book Company, New York, 1966. pp. 5,6.

THE ROLE OF YOUTH ORGANIZATIONS AS A GUIDANCE FUNCTION

Mrs. Ruth H. Ford*

Someone once wisely stated, that to be respected, you must be respectable -- to be loved, you must be lovable -- and to be employed, you must be employable. In our fast paced technical age, a major goal of both guidance counselors and vocational teachers is to make young people realistically aware of the personal qualities that makes a person employable.

I represent the counselor in the large urban high school, where vocational courses are traditionally the dumping ground for the academically poor student and/or the trouble-maker. Members of these vocational classes and their corresponding clubs are usually poorly motivated toward school (if at all), are chronic tardy and attendance problems, and are frequently severe disciplinary problems. They are the most unlovable of our students, and thus, the most in need of a counselor's patience, understanding, and TIME. They are the living example of the saying, "we all need love the most when we are the most unlovable." However, due to their undesirable behavioral characteristics, without a doubt they are the counselor's most neglected group of students.

In a situation such as this, would it be possible for the sponsor of a vocational club and the school counselor to work together to better prepare these seemingly lost youth for the world of work? Because I have been involved in such a situation, my answer has to be in the affirmative. To accomplish this, the proper atmosphere must be established. By this I mean that the sponsor and the counselor must want to work together, and each must understand and respect the work of the other. If the counselor feels that the vocational program is only for the poorer academic student who can't possibly graduate from high school, much less go on to college, the effects of his working with the group will be meager, if not nil. On the other hand, if the sponsor feels that the counselor is treading on sacred ground and really doesn't know anything about vocations, jobs, the world of work, etc., likewise, the effects will be questionable. Furthermore, both the counselor and the sponsor must respect these students as worthwhile human beings, capable of contributing something beneficial to our society. This is often easier said than done in the urban school setting. Finally, these two professionals must be willing to listen to what these youths have to say, and they must make every attempt to understand it in the teenage dialect -- which is considerably different from that of us WASPS (White Anglo-Saxon Protestants).

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Once mutual respect is established, these two can begin to anticipate the results from such a combination of talents. With this as introduction and background material, I would like to examine the four questions assigned in detail.

HOW SHOULD GUIDANCE COUNSELORS WORK WITH VOCATIONAL YOUTH ORGANIZATIONS?

The school guidance counselor is primarily a resource person who can provide practical and up-to-date occupational and educational information to your particular club. For example, I often discuss with our vocational clubs the local job opportunities that are available for the student who has taken three years of vocational agriculture, or the boy with a year of auto mechanics, or the girl who is taking Child Care. Jobs in my area for these students would be a grafter at a citrus nursery, beginning at an auto repair shop, and helper in a day nursery.

If a conflict or barrier exists in your school between you, as a vocational teacher and the guidance personnel, I think the counselor should take the first step toward resolving the conflict or eliminating the barrier. For example, the counselor could initiate a meeting with the entire vocational department to learn what their programs are, what their goals are, what training opportunities are present, what type of student they are seeking. If the counselor in your school doesn't do this, why don't you invite him to a department meeting? Maybe this would whet his curiosity.

If your counselor doesn't request the opportunity to visit one of your club meetings, then invite him to learn what your club is doing. From there, ask him to present a program on a topic appropriate to the nature of the club, e.g. Changing Trends in the Labor Market to DECA or FFA.

Remember it always improves relations between your youth organization and the counselor, if you include him in some social event of your group. Sharing food together often leads to a better understanding of each other. Because no one speaks the language of youth better than youth itself, both the sponsor and the counselor need to listen to these teenagers' complaints, criticisms, and praises. They always seem to be more open and communicative during these times of relaxation. I'm sure I've done more counseling with DECA members at their 7:30 a.m. Coffees, than I've done with them within the confines of my office.

Because many of these students have serious personal or emotional problems, it is important that the counselor be introduced to them in a group setting first. This seems to relieve some of the tenseness and fear these students experience upon their first visit to the counselor's office. Teachers feel that referrals are made much easier, if the counselor has visited their class -- even if only briefly. Thus, including the counselor on your team, as a resource person, can pay big dividends for everyone concerned -- students, teacher, and counselor.

Hopefully, by giving us counselors an opportunity to get involved in small group sessions, total club meetings, etc., we can help teach these students how to solve problems by constructive means, how to practice acceptable behavior patterns, how to avoid rashness and violence. We can stress the relationship between school and the practical world outside, and emphasize the importance of sound judgement, good health habits, and personal pride. We can be the outsider who can give them encouragement to strive for individual progress in their particular program, and also strive for the development of a sense of responsibility within themselves. If we counselors can help create within your students as acceptable self-image, then we are definitely making them more employable.

DO YOUTH ACTIVITIES IN FACT CHANGE ATTITUDES OF STUDENTS TOWARDS CLASS INSTRUCTION AND OCCUPATIONAL GOALS?

Sometimes yes and sometimes no. The answer seems to lie in the quality of the youth organization, its activities, and the dedication and enthusiasm of its sponsor. If the teacher, who is usually the sponsor, really cares about his students, and is vitally interested in their welfare, he will seek to make his club the most outstanding one on campus. Enthusiasm engenders enthusiasm! But frequently with the kind of student found in these programs in the urban school, it's like pulling hen's teeth to get the kids interested. Although each sponsor will approach his club activities in a different manner, in the successful clubs I've encountered, a common core was readily apparent.

1. Club membership and attendance at its meetings were mandatory.

2. Meetings were frequently held during class time, especially at the beginning of the year. The topics for discussion were selected by the officers, not the sponsor.

3. Precise parliamentary procedure was taught, and respect for it. Therefore, the club's representative to Student Council or Inter Club Council usually knew far more about this art than any other representative -- thus he and his club gained prestige.

4. These clubs were always involved in some kind of service activity, e.g. a party at Thanksgiving (instead of Christmas) for retarded children, a paint-up and clean-up Saturday at our crippled children's school, donating toys to the Fire Department at Christmas, selling coffee and doughnuts in the cafeteria during exam days. These students were actively getting involved in the leadership role, in community affairs, in helping others.

5. These clubs produced something -- an assembly on local jobs, a monthly newsletter, a Career Day program.

6. The club members participated in many of the contests sponsored by their respective state and national groups.

Involvement is the key that was evident in all these successful clubs, and when the students became involved, a marked improvement in the attitude of these students toward class instruction was readily apparent. Most of these students still felt that the curriculum in their regular academic classes was not relevant for them; but disciplinary problems with them were virtually eliminated, and they began to make some effort toward passing their required academics. School began to have some meaning for them.

More success was evident in the area of occupational goals. As these clubs were connected with the co-op program, the members were all employed. Thus the door was open for the coordinator and the counselor to work with them in occupational planning. Cooperation from the local employment counselors, and several interested employers also helped. One club sponsored a Career Day Program at their school, because of their interest and concern about their future and the future of their peers.

As I worked with these two clubs, I discovered that one of the secrets of communicating with these particular teenagers was to listen, really listen to them talk. Gradually, I began to understand their language, which was considerably different from that of the "Gants", their nickname for the college bound students at our school. These vocational students were reluctant to come to the "headshrinker's" (guidance) office, so I went to them. Since their class began at 7:30 in the morning, an hour before regular school, I would occasionally drop in about 8:00 a.m. (with prior arrangement with the coordinator of course). If nothing more came of this encounter than the fact that they gradually realized than one adult knew them personally and was interested in them individually -- I think the time spent was worthwhile. But frequently these short group sessions resulted in the beginning of a counseling relationship with one or two individuals which is the real heart of what I do.

Sometimes topics that came up in these small, informal sessions led to topics for discussion at their club meeting. For example, when my small group was thinking about career opportunities in retailing, John, who worked for a shoe company, suggested his manager come and discuss some of the management training his company offered. It was so arranged, and one of this employer's comments referred to courses he had taken (while working) at a local junior college. Students immediately responded to this, since he had told them he was a school dropout. How could he ever get into college? This question led to yet another program where the admissions counselor from this junior college explained in detail its programs. Although this was definitely more time-consuming and round-about, than if I had told them this same information, it was much more valuable, because "all the counselor ever does is try to get us to go to college."

Programs of this nature help the student who is completely at a loss as to what he wants to do in life. Clem, a negro boy, who works at a gas station, only knows that he doesn't want to continue this kind of work after graduation, but he doesn't know what to do. His comment, "When you don't know what you want, how do you ask questions about it -- especially if you're not smart enough to do anything right?", this fits hundreds of such young people today. Herein lies the real challenge to you the vocational teacher, and to me the counselor!

Another aid in changing attitudes is the opportunity at our school to visit different places of work on school time. With prior arrangement with the counselor, every student is permitted three days a year for visitation -- be it college, potential employers, etc. Once a student's interest (even in a general range of occupations) has been established, the next step is to let him spend time with a person so employed. A morning on the job with an architectural draftsman is more valuable than ten hours of occupational counseling in my office.

Attitudes toward school and occupational goals change very slowly, and patience, plus understanding, are important qualities for both the vocational teacher and the counselor to possess if this objective is to be attained.

SHOULD YOUTH ORGANIZATIONS PLAN EXPERIENCES WHICH WILL INCREASE THEIR UNDERSTANDING OF THE PERSONAL QUALITIES NEEDED FOR SUCCESS AS AN EMPLOYEE?

Yes, I think this should be an integral part of their program, if by personal qualities you mean these: being well-groomed, properly dressed, enthusiastic about working, cooperative, courteous, responsible, prompt, having good health, maintaining good school attendance, etc. To plan experiences that would make students aware of these is difficult and time-consuming. However, such experiences would certainly make school more relevant to our youth; therefore, it would be worth the time and effort expended. More than ever before in our country's history our youth today are telling us directly and loudly that their education is irrelevant and neither properly trains them for life, nor for future occupations, nor even for further education. Therefore, we educators must do everything within our power to put some meaning where no meaning now exists.

If you're going to make your particular youth organization relevant; you might begin by listening to their rock music, so that you can better know what they are thinking, feeling, valuing, and fearing. If you, like me, call that music noise and racket; then, we have neither listened nor heard. This "noise" asserts and reflects the visions and rebelliousness of many young people. You might do as I did with my club, select some of these records, play them, and let your students react to what the lyrics say and why. I discovered (through my students' ears) that they want change, liberation, and above all PEACE. They are savagely critical of our society's bigotry, assassination, greed, and especially its dehumanizing bureaucrasies. My point again is that we cannot begin to plan experiences for them, until we partially understand their way of thinking.

One of the most successful ways of making students aware of the qualities necessary for entry jobs in the world of work is to plan a role playing session entitled, "Why People Sometimes Fail to Get the Job They Want." Have the students playing the role of the job applicants prepare a letter of application, a job application, role personal resume. Invite the counselor to be the interviewer, role play several interviews, and then have the other students critique it. Later you might have a cooperative personnel man come in and do this role playing. Open discussion and evaluation are vital elements, and can only be attained if the proper atmosphere of trust and interest exists in your club. One additional note-be especially careful not to select an overly sensitive student to participate in your first attempt, as these observers will be highly critical.

Popular topics also include Individual Counts, stressing the importance of the development of each individual; Good Health, making youth aware of the importance of good mental and physical health in the world of work; Jobs, Careers, and You, encouraging youth to establish goals and to work toward these goals through job training and career choices. To implement such topics, carefully plan with your officers experiences such as the following:

1. Conduct a survey in your community to determine the job opportunities available to students not going to college.

   Write an article for the school newspaper about the results of your findings.

2. Invite your local youth employment counselor to discuss Teenagers and the World of Work -- ask him to include your state child labor laws.

3. Ask your school counselor to compare the earning power of dropouts with that of high school graduates.

4. Prepare a career file relating to the particular club you sponsor, and give it to the school library or guidance office.

5. Plan for a panel of recent graduates from your high school who are now employed to discuss their work and the preparations required.

6. Develop a program on the effects of alcohol and drugs on health. Invite a doctor to be your resource person.

7. Ask a mental health authority to speak on what constitutes good mental health.

8. Invite a personnel person from a local store to discuss why they are interested in an employee's health, and their attendance record at school.

9. Enlist the help of your public health nurse to discuss the relationship of teenage health to future children.

Precautions which can help eliminate birth defects might be included.

10. Plan a discovery experiment -- organize buzz groups and ask each group to give examples of when and why it is advisable to be a conformist, and when and why an individualist.

11. If group discussions are difficult to get started in your club, plan some practice exercises in things like, Rumor Clinics, Brainstorming, Demonstration by Part of the Group, Discussion 66.

Helping develop and produce school assemblies, participating in service projects, and planning and promoting Career Days are all beneficial to the clubs involved, and help teach cooperation, promptness, and responsibility. Inviting other vocational clubs to one of your special meetings is very helpful, e.g. an industrial club might sponsor programs on apprenticeship opportunities and invite DECA, FFA, and FHA to join with them. Then they learn to know one another, and this might lead to planning a major project together.

The whole idea is to select topics and modes of implementation that will be relevant and interesting to your particular club. This should get your members involved, and should lead to the emergence of the qualities we judge necessary for success in the world of work.

Does your club help its members answer these questions?

Who am I?

Where am I going?

What do I want in life?

Answering these questions is guidance, and if your club is involved in doing some of these things, it is truly acting the guidance role and serving a guidance function.

THE YOUTH ORGANIZATION: A GUIDANCE FUNCTION

Mrs. Mary B. Schneider*

In America, the high school years are years of decision and frustration. During those years young people should begin to consider their future plans in a serious manner. It is a time to make plans for a career. The decisions made during this period significantly affect the direction of the student's entire life. The first thing that a student must do is to learn how to make rational decisions about his plans for the future. Where, might I ask, can the student receive more reliable information which will enable him to make wise decisions, than through participation in the activities of a well-organized youth organization which is a part of his vocational program in school?

Primarily emphasis in guidance should be placed upon the needs and decision points in the lives of students, with the major goal of counseling being that of increased maturity in decision-making upon the part of the student. We must all, teachers and counselors alike, be careful not to help students make the "right" decision regarding his future plans, rather we should help the student learn how to make personal decisions related to his future plans and goals. Dr. James B. Meyer of the University of Oklahoma well stated it in a recent article when he said: "the function of high school guidance services in facilitating educational and vocational decision-making is two fold: It involves helping students to make "good" decisions, and also involves helping students develop effective decision-making skills." Life is full of decisions. Young people must be taught to make these decisions wisely. Good decision making may play a significant role in determining, Whom should I marry?" or "Should I buy that dune buggy?" as well as "What do I want to do to earn a living?" Choice is one of the greatest blessings of mankind and one of the privileges of living in a democracy. No choice is more vital and none influences one's entire life more than the choice of a vocation or career.

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Having established the fact that good decision-making is of primary importance to the success of the individual, let us now turn to one of the more effective tools available for teaching decision-making, the youth organization.

Youth organizations have many purposes which are similar, as they are all attempting to aid the student in becoming a better person, a better citizen, a better worker, and therefore a more complete and happy person. The Future Farmers of America have as one of their aims and purposes: "to create more interest in the intelligent choice of farming occupations." The Vocational Industrial Clubs of America assist students in establishing realistic vocational goals, while the Future Homemakers attempt to further interest in home economics. Future Business Leaders of America and Distributive Education Clubs of America have purposes quite similar in nature to these. What more could the guidance staff of any school desire than to have students participate fully in any one of these organizations to supplement the dust covered shelves of brochure and bulletins of occupational information, often out of date before they leave the printer? Why read when you can experience it in "living color."

I should like at this point to inject here the important role which the advisor plays in the acceptance of the youth organization as a guidance function. We are prone to condemn counselors today by saying "they're not interested." But, I cannot in any stretch of the imagination invision a "real" counselor overlooking such an opportunity to further a guidance program. So, let us look at what the youth organizations have to offer the guidance program in our schools. A well organized youth organization enables students to plan together, organize and carry out worthy activities and projects through use of the democratic process (a specific purpose of VICA). The real "key" lies in the hands of the advisor of the local chapter, regardless of the organization. Any organization is as strong as the foundation upon which it is built. The half-hearted, half-interested vocational teacher who has an organization in order that his reports might reflect such, will find himself with a time-wasting, half-accepted organization, considered such, not only by his co-workers, but by his students and the effectiveness and direction of the youth organization must be kindled by the adults involved. A live-wire advisor will spread the excitement and the thrill of being a part of worthwhile organization and have more help and more excitement from the outside than he could possibly perceive. But, I am here to say it does not come easily. A good organization does not "just happen." Counselor approval must be earned by showing results of a well organized, well rounded organization and not a "money raising social club."

Guidance counselors who work with vocational students might be very complimented to be invited to attend the meeting at which you initiate your new members or install new officers. I have yet to attend an initiation ceremony of any of our vocational youth organizations (I have been advisor of two of those being discussed in this institute) that I did not have a renewed interest and a desire to help those fine young people who are willing to help themselves. Once the counselor knows the purposes and specific goals of the organization and has become involved with the worthwhile activities of the group, he very likely will find it much easier to talk with the young lady wearing the FBLA pin about the triangle of service, education and progress which represents this organization, and will look a second time at the brochure the advisor places upon his desk. He will find it much easier to suggest to the business student who is newly enrolled that he or she might find this organization worthwhile. Sneaky? Perhaps. Let us earn the respect and not expect it without expending our share of time and energy. "The proof of the pudding is in the eating." Once the organizations have good footing with the members of the guidance staff, they become an integral part of the guidance program.

All of the youth organizations in vocational education attempt to develop leadership abilities through educational, civic, recreational, social and vocational activities. They encourage students to develop competent leadership and make decisions based upon the facts, and not the promises. Only recently, three senior boys stopped me in the hallway and shared their plans for attending the National Vocational Industrial Clubs of America meeting in Memphis. They had no money, but interest and desire exceeded by none of our students.

They had drafted a proposal whereby they would contact key people in the business and industrial community and explain their interest in organizing a post secondary chapter of VICA at the Tulsa Area Vocational-Technical Education Center. They wanted in on the "ground floor" of setting up the national constitution for this new segment of VICA during the national conference. I suggested they might talk with the principal of the center before they took such a step, as I knew he would be contacted by the business leaders in response to such a request. The boys promptly went to his secretary and made an appointment for one o'clock the following day. Five minutes before one on the appointed day, an ordinary school day, the three young men walked into the office dressed in suits and ties for their appointment. Did they learn this at a drawing board? In math? In physics? The answer is indeed no, but they did learn it through participation in a youth organization which stresses the importance of attitude and "selling oneself" before presentation of an idea, a skill or a product. One doesn't have to ask if the boys proposal was accepted. Better than that, the principal, a man with foresight and faith in young people with a purpose, not only approved the proposal but made a few personal contacts in their behalf. When the homebuilders auxilliary offered three $100.00 scholarships for students going into our post-secondary drafting and design program, these three men were at the top of the list. All of this because they had learned more than a skill. They had learned an attitude, a lasting one.

With personal attitudes of accomplishment and success, attitudes toward goals within the classroom become more and more realistic and more fulfilling. I am reminded of the small boistrous extrovert in a welding class whose mouth kept getting him into serious difficulties with his classmates and his instructor, who announced one day after an altercation, "Well who wants to be a welder anyway? I'll just have my schedule changed. I'll not be back next year." A week later the results from the junior division state VICA welding contest were announced and this young man was the first place winner. The awards dinner was climaxed for this boy and his instructor, who had faith in him, when the presentation of the first place welding trophy recognized the good in this young man. This was the turning point in this student's life. The

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next day he came to school with a different attitude, with different purposes for his life. He apologized to the class and to the teacher for his previous behavior and discussed with the counselor the procedure for re-enrollment in welding for next year. No longer did he have to "make noise" in an obnoxious manner, rather his ability to do something well spoke for itself, and this through participation in a youth organization. Upon this he began to build, to build character, citizenship and a life worth living. Do youth activities change attitudes of students toward class instruction and occupational goals? They did for this young man.

Youth organizations have one of the greatest opportunities to plan experiences which will increase young people's understanding of personal qualities needed for success as an employee. Let us again turn to the purposes of our various organizations which were set up at the time of the inception of each. As we look at this extended list we find: to foster a deep respect for the dignity of work, to participate in cooperative effort, to promote high standards in trade ethics, workmanship, scholarship and safety, to encourage improvement in scholarship, to develop patriotism and practice democracy and countless others. One could go on and on. What do these organizations have in common? All attempt, in their own way, to develop human resources so vital to the economy of our great country. We live in a world permeated with high-sounding and superfluous phrases which are appreciated more by the well-educated for the beauty of the words than for their application as solutions to human problems. "Real education is coming to grips with the real problems of real people," was a comment made by Joe Lemley, principal of the Tulsa Area Center as he spoke to a youth organization in my own state. In this speech, which received a standing ovation from over five hundred young people, Mr. Lemley said: "In this great country of ours, character, sweat, blood and tears have been known to each generation in its fight to maintain the freedom we enjoy this very moment. Our freedom has never been, and perhaps will never be more than one generation away from extinction." He went on to say, "If America loses one generation she has lost everything. Thus, our great concern for each of you and the things that you value or do not value." Education must meet the needs of its young people. While instruction plays its vital role, because of our changing society whose emphasis is quickly getting away from home ties and the church, the youth organizations of our country have a more vital role in the development of personal qualities for success and happy living than in the history of their being.

In a recent article "New Directions in Vocational Education", Dr. Grant Venn so aptly stated: "The present generation of young people is engulfed in a whirlpool of change. For this reason, it seems that today's adults, who were educated or conditioned for a role in a stable society, will be the first generation with responsibility for educating the youth and re-educating adults to the new dimensions of time and change." Changes occur whether we have human adjustment to these changes or not. What better tool to help make these changes do we have at hand than the youth organizations? Dr. Venn continued his discussion by stating: "A new link must be forged between business, industry and education. In today's technological world, traditional classroom instruction is no longer enough.... Youngsters must be taught how to make out job application forms, taught job interview decorum and good work habits. They must know how to get along with their co-workers and supervisors, how to dress properly for the job, and how to develop skills on the job." What a challenge lies before the youth organizations!

What role can the youth organization play in this new link? As we think back over youth organization activities of the past few years, have we looked for the student who needed the experiences of the youth organization the most, or have we added new responsibilities to the "leaders" already molded? (I use the term "we" since I too am in the education "business.") I am reminded of the young man in a youth organization who was made chairman of the publicity committee for the week of emphasis for his organization. While he was a very hard worker with many good ideas, his abilities to write and speak were limited, the latter by a very evident speech impediment. He organized his committee whose members decided to make a series of announcements on the public address system. None had the courage to make the announcements because they felt that the success of the entire week depended upon the impressiveness of the announcement and the enthusiasm it could generate. As a last resort, the lisping chairman assumed the responsibility for the first day announcement. With all heads together the students wrote an announcement full of spark and enthusiasm and the responsibility for a good delivery was put into the hands of the chairman, and the "heat" was on as far as he was concerned. The young man went to his instructor and asked him to listen as he read the announcement over and over. A week-end of practice and the encouragement of an instructor who kept saying "you can do it" brought the young man to the office of the principal to make the announcement on the first day of the week. The principal introduced the lad and handed him the "mike." The words came easily, expressively, slowly, and with no lisp. After "a job well done" by his advisor, with pale face and trembling lips he told the advisor that he was absolutely "scared to death," but added hastily and with excitement that he had never had the opportunity to speak over a microphone before. Participation in the activities of the youth organization began to be easier for him and word has it that this same young man is going to campaign for President of his organization this school year. This is an example of the kinds of experiences the youth organization may give to students which will help them become successful on the job. They teach determination and build self-confidence.

The student who is "best" will seek out the youth organization and participate without any effort on the part of any adult, but should not the young people who need the experiences most of all be sought out by teachers and counselors and encouraged to participate? When this occurs we (youth organizations) can then truly be considered one of the most essential elements of the guidance function. Aren't we as adults prone to decide who is most "deserving"? Perhaps we should be looking for those who need the most help (those who need the help are not necessarily deserving). The need of the student establishes the degree of assistance he must have in personal development. This removes the judgment decision from the realm of counseling and guidance. Once the judgment decision is removed, the student receives the benefits needed. Do advisors always take only their "best" to state meetings? Who needs the recognition, the experience? Is it our "best"? How do we use the many different aspects of our organization? What does it mean to be the "outstanding chapter" in the state or nation if the advisor does all of the planning, all of the thinking, the organizing, and takes only the "best" for public view.

The well planned program of the youth organization will introduce the student to business and industry and the requirements of specific companies or specific occupations with field trips, a visit to the chapter by a company executive or one of his employees and through activities related to its own occupational interest. A brief buzz session with a group of advisors would bring about an inexhaustible list in a matter of minutes. Therefore without a doubt we must turn again to attitude. Perhaps this is the one most essential ingredient in the development of leadership. The persons who are successful in most any field of endeavor and who are receiving the most from their activity are the persons with the right attitude. Young people must concern themselves with those activities which lead to the development of a healthy attitude. A healthy attitude about oneself will undoubtedly lead to a healthy attitude about the world in which he lives.

Somewhere, sometime, someone must help to establish those things that are essential to the good life. Young people are today looking for a song to sing and a theme in which to believe. This is the challenge I leave with you: Youth organizations can and must provide that theme and assist, not direct, each of its members in the writing of his own lyrics.

Following is a partial list of the youth organization commonalities that we are proceeding to try and solve jointly:

Chapters and incorporation
Program of Activities (work)
Public Relations Programs
Giving and Receiving Awards
Conference Planning
Increasing Membership
Contest policies
Consistent Procedures and Policies
Insurance and Legal Problems
Good Will Tours
Officer Training and Duties
Fund Raising
Public Speaking
Etiquette-Personal conduct of officers
Nomination of Officers
Parliamentary Procedure
Constitutions
Ceremonies
Banquet Planning
Non-profit Organization Taxes

Youth Leadership Development, in name only, is new in New York State FFA and FHA have been doing it for decades. It is in a state of transition as we feel our way day to day, month to month. We have, in our short year, had changes in policy due to reallocation of funds and personnel.

New ideas are being injected into this program as we go along. Many are being sifted out - others incorporated. In New York State we are very optimistic and see a grand and glorious future for the present and budding youth organizations in occupational education.

SUGGESTED ROLE OF YOUTH ORGANIZATIONS AS A GUIDANCE FUNCTION

Hubert Strayhorn*

It seems all too true that at the very instant of birth and so many times thereafter we hear proud parents say "my child will go to college". Little or no thought is given to the question as to the reason for entering college. So many counselors and parents are daily confronted with seniors in high school who have no knowledge as to why they are going to college nor what might be some careers or vocational choices which they could consider. This is a rather common occurence in the homes of the more affluent student; but for many black and impoverished youth, the idea of college is even less conceived. In this decade more opportunities in more different fields have been made possible through the new technology than perhaps has been made in any era during our history. It seems peradoxical that there are about forty thousand different kinds of occupations listed in the Dictionary of Occupational Titles and yet boys and girls finishing high school and even college are saying they do not know what they would like to do for their life's work. A good question to ask is why is it that so many young people between the ages of seventeen and twenty-one are so uniformed about career and vocational opportunities?

Since this paper is an attempt to determine the role of youth organizations as a guidance function, it seems in order to explore some possible approaches. First of all many youth organizations must extend downward and assist youth in planning for vocational choices at a earlier age both in school and out of school. Furthermore, a concerted effort must be made to cut across all youth organizations thus reaching and involving youth of every ethnic, religious, and economic background. For example, there is no reason why a well planned third or fourth grade Future Teachers of America organization could not be formed in any elementary school. It is nothing new to see very young boys and girls role-playing teaching school on their own.

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Many children, on their own initiative, play Future Homemakers of America at a very early age. Even though we see young children role-playing as teachers, so few blacks are seen in the program at the high school level. However, the important fact to remember is that youth organizations at the elementary level could include numerous vocational areas such as engineers (which could explore astronauts, rocketry, oceanography, meterology, nuclear physics, etc.) auto mechanics, nursing, state troopers, airline stewardess, municipal services, etc.

These youth organizations should be continuous and found at various levels of school attainment. Guidance counselors should work cooperatively with youth organizations leaders in order to follow through with individual counseling and giving of information. Teachers of students in youth organizations should be constantly kept informed of what is happening in the youth group so that the teacher's instruction can be made more relevant. A good teacher of a self-contained class could conceivably cut across all disciplines thus making her teaching relevant to the high interest and exciting things happening in vocational education organizations. It would seem that if black students and other minority youth were made aware at an early age that they could become any of the previously mentioned kind of people and hold those kinds of jobs, perhaps their attitudes towards class instruction and occupational goals might become more positive.

Youth organizations in Vocational Education must extend outwardly to include parents and guardians. This seems to be doubly true of youth whose backgrounds are from the disadvantaged sector. The added impetus and inspiration from the home serves as a kind of catalyst to support that of the youth organizations and the school in general. In the past, we have not included the parents in this respect. The school clubs should plan programs whereby parents could see their children role-playing or could attend a live and exciting career evening. An exploration of this nature might make parents more knowledgeable and familiar with careers thus arming them with information and enabling them to give intelligent and correct information to their children.

Frequently difficult criteria and standards for acceptance into many youth organizations in vocational education preclude the admission of black and less academically minded students. Such youth organizations must take another look at their criteria for admission. It may well mean that provisions for preparing students for acceptance will have to become a part of the youth organization's function. For example, the Future Teachers of America may have to require its members to assist students who have many attributes of a good teacher but are unable to read well. Likewise, the same may be true of mathematics in Vocational Industrial Clubs of America.

The key point to remember is that so many students have strengths and certain talents, but quite often their weaknesses are overplayed and it is from their handicap that they are tabbed as failures. The trend, therefore, will have to be toward an extension of the services and functions of youth organizations if they are to play a major role in helping the "left out American" to enter the mainstream of what could be a great society.

Youth organizations can be instrumental in helping to change self images by assuring students of possible avenues for success. As the student begins to feel good about himself, he will begin to take on the responsibility of developing some of the personal qualities needed for success in the career or vocation he has chosen. It will be extremely important for each youth organization in Vocational Education to make use of techniques necessary to demonstrate the importance and understanding of personal qualities needed for success as an employee.

Finally there should be numerous, far more than we presently have, Vocational Industrial Clubs of America as well as other career oriented clubs. The basic premise is that boys and girls from early years in the elementary school should explore and become familiar with as many job families and careers as possible. It is equally as important for a student to rule out a career or vocational choice because he has studied it, as it is for a student to happily select and identify a career or job for life.

If we can assume that boys and girls who have explored a myriad of vocations and careers at an early age and can have a conversant knowledge of them, it would seem that subject matter and school in general might take on more meaning for them. If counselors working with vocational organization sponsors, teachers, and parents could individualize their counseling, it would seem that the counselee would be able to see a clearer road ahead and have some direction and goals set for himself. If black students are taught early enough through experiences in vocational education that they can be what their black ancestors could not be, it would seem that they would have more incentive to strive toward a goal that leads to success rather than frustration, futility, failure and despair. It is still true that there are many black youth who do not know that black people can become airline stewardesses, astronauts, state troopers, and any one of forty thousand other job classifications.

Our position is quite clear. If we are to produce better results from our educational structure, we will have to implement the recommendations suggested in this paper.

RECOMMENDATIONS

It is suggested that youth organizations in vocational education should:

1. Begin as early as possible in the school setting and be continued with a viable and well planned program until youth have made satisfactory choices for themselves.

2. As a guidance function explore countless job families for as many different kinds of youth and their individual uniqueness.

3. Recognize and provide for the need of vocational guidance and counseling which considers the interest and abilities of youth from many different backgrounds.

4. Improve communication and understanding between family and school in planning vocational guidance and counseling.

5. Make an all out concerted pitch toward encouraging black, Puerto Rican, and other disadvantaged youth to become interested and active participants in vocational education organizations.

6. Increase the active involvement of youth in vocational education programs which will provide for real live experiences. These kinds of experiences should broaden the scope of vocations well beyond the classroom and the school building.

7. Encourage the cooperation among teachers and sponsors in order that youth may more clearly see and understand the relevance between vocations and that which is taught in the classroom.

8. Assume leadership in dignifying the role of certain vocations that too many people scorn because of the nature of the work rather than the value of the service given and the mere joy of doing. Emphasis should be placed upon the value and contribution that community services and government workers offer to our society.

WHAT RESEARCH SAYS AND DOES NOT SAY TO VOCATIONAL EDUCATION REGARDING YOUTH ORGANIZATIONS

Dr. Edward T. Ferguson, Jr.*

One of the major concerns of research is that of evaluating a given product. When we consider evaluating a product as it relates to vocational youth organizations, we must then be concerned with the evaluation of youth itself. Before, though, we begin to evaluate the clientele of our youth organizations, we must ask ourselves: Upon what criterion do we base our evaluations?

As one makes a search of the literature regarding all types and kinds of organizations which serve youth, one fact stands out: each organization is predicated on a specific purpose or set of purposes. United State Senator Claiborne Pell of Rhode Island Commissioned a Study in 1966 which attempted to draw together basic information on all national youth organizations operating within the United States. A two volume report entitled Profiles of Youth - 1966 resulted from the study. A single fact permeated the profile -- each youth organization stated specific purposes for its existence. Thus, research regarding youth organizations can be conducted which evaluates the product based upon the stated objectives or goals of the organization.

As we look at vocational youth organizations in relation to their stated purposes and objectives, it then becomes possible to develop a framework upon which sound research can be conducted. Evaluation can be made.

Before we discuss some of the areas of research on youth organizations open to vocational educators, let us first examine a few of the studies completed on vocational and other youth organizations. Then we can move to a brief look at what research says as it relates to the subculture of youth and youth's participation in educational and social organizations. Lastly, we can spend our remaining time developing research priorities, as well as some suggestions for research design that will hopefully provide a means to satisfy our priority areas.

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In June of 1967, a group came together in Kentucky to discuss many of the same problems relative to vocational youth organizations to which this group has been addressing itself. At that meeting a paper was presented by Dr. Glenn Stevens of Pennsylvania State University which dealt with the place of research in youth organizations in vocational education (1). Dr. Stevens did a thorough search of the literature at that time and made several statements which have relevance to us today.

He reported that he had uncovered nearly two hundred studies relating to various aspects of the Future Farmers of America (FFA) that were reported in Summaries of Studies in Agricultural Education. (2) Most of the studies were done on the master's level, although a few doctoral dissertations did attempt to deal with a role analysis of students after leaving high school in relation to values placed by different groups of persons on revealed activities which relate to leadership development. A great majority of the two hundred or so studies were follow-up studies, such as following-up high school students who had earned the State Farmer Degree.

A search from 1966 to the present revealed at least fifty more of the same type of studies, having as their prime purpose that of evaluating some aspect of the FFA organization. In this research, evaluation was attempted usually be reporting the types and kinds of leadership positions and activities the former members of FFA were engaged in at the time of the study, in an attempt to draw a relationship between current positions and activities and the purposes of the youth organization. To illustrate this point, several studies could be mentioned at this time. Holmquist (1967) followed up FFA members in Idaho who earned the State Farmer Degree from 1955-60 with the purpose of obtaining their evaluations of FFA. He found that 65 percent were working in the broad field of agriculture; 89 percent had attended college, with 45 percent graduating. More than one half of those not in the field of agriculture had entered professional occupations. Shero (1968) developed a questionnaire to assess the perceived values of the FFA public speaking contests. He assessed 68 former FFA students from twelve schools and a matched group of students who had not participated in FFA speech contests. He found that a larger number of former FFA students than non-FFA students held professional jobs. Objectives of the club were examined by Button (1966) who examined characteristics and perceptions of past FFA officers in New York State. He found several characteristics of members to be in high correlation with one another but little inference could be drawn that would be defensible. Herr (1968) attempted to evaluate the objectives and activities of the Annual Pennsylvania FFA Activities Week. He administered a six-section questionnaire to agriculture teachers and supervisors who evaluated the week's activities in relation to their prescribed objectives. Several recommended changes were made as a result of the study.

Similar studies in relation to evaluation of the Future Homemakers of America (FHA) have also been conducted. Bert (1963) made a comparison of the personal characteristics of leaders and non-leaders in FHA clubs. Christman (1965) drew together a profile of members in FHA. Dix (1965) surveyed selected members of FHA who had received the state homemakers degree in Virginia.

A search of the Business Education Index for the last five years revealed several studies in business and distributive education which relate to the evaluation of youth organizations. Cottrell (1966) conducted a study to examine the factors which influenced student participation in Minnesota distributive education clubs. Salazar (1968) surveyed the status of business youth organizations in Utah. Amos (1966) studied the factors contributing to success of FBLA Chapters. Rains (1967) followed-up the Mr. and Miss Future Business Leaders of America awardees from 1954-65. Again most of these studies attempted to assess the effectiveness of the organization through the leadership roles in which the past members were presently engaged.

As this writer made a search of ERIC publications in Research in Education it was only too obvious that few studies dealing with youth organizations were submitted for abstracting. This is not to say that studies are not being conducted regarding youth organizations in each of the several areas of vocational education. But it does suggest that studies are not being reported to ERIC and that a majority of the studies that were uncovered are never reported in the professional literature of the field.

As we move to the broader spectrum of research, as it relates to youth organizations in general, the literature remains still very sparce; although several studies did come to view that dealt with assessing the effectiveness of the 4-H Club. One most comprehensive empirical study was done by an Indian doctoral student while attending the University of Wisconsin. Prasad (1966) conducted a study in ten rural Wisconsin communities which compared certain aspects of personal and social development of boys and girls who had four or more years' experience in 4-H Club work. He matched their outcomes on several scale indices with a group of boys and girls who had never belonged to 4-H. No significant differences were found between 4-H and non-4-H Club members when comparisons were made regarding personal and social growth. One should not conclude from this that participation in youth organizations can yield no substantial return, for many external factors may have accounted for the lack of difference in the results of the scale-index on the two groups. What is important is that an attempt was made to empirically test a particular aspect of the effectiveness of the youth organization.

Over the past few years a number of studies have been conducted at the University of Maryland that had as their purpose evaluation of a variety of the aspects of the 4-H program. Davis (1963) made a comparison among 4-H junior leaders, former 4-H members and non-4-H members to determine differences in personal characteristics, mental ability, vocabulary, and personality factors. Klement (1966) conducted a study to determine if there were indentifiable characteristics of older 4-H members who had held positions of leadership in the organization. Bay (1967) administered the California Test of Personality, the Purdue Non-Language Test, and a life-history questionnaire to a group of Maryland 4-H members to determine the personal and social development of the group.

Studies relating to the effectiveness of the 4-H program and organization were also conducted at Maryland. Claiborne (1966) made a comparative study of school and community types of 4-H clubs in Kentucky to determine the relative effectiveness of each type of organization. Merritt (1966) obtained data from three questionnaires mailed to participants of the 4-H sponsored citizenship short course to determine the extent of specific preparation the participants received and to assess the rate of importance the participants perceived various aspects of the program to have. Esslinger (1965) conducted a study to determine the perceptions of Kansas superintendents of schools on the 4-H Club program. And Lay (1965) studied the image of 4-H Club work in urban areas as held by parents of club members and adults having no children involved with 4-H work.

In 1966 Junior Achievement (JA) commissioned a study to assess its value regarding the immediate and future benefits to its members. The Opinion Research Corporation conducted a public opinion survey through intensive personal interviews with a selected sample of 552 alumni of JA who had been members for at least one year during the late 1950's and early 1960's. The report showed former JA members felt that Junior Achievement provided them, as high school students, a meaningful exposure to business, that experiences received tended to foster individual growth and development, and that it widened their horizons regarding career opportunities in business.

Studies of this nature, conducted by outside firms, are especially important when attempting to evaluate an entire program. I would personally like to see a similar study sponsored by the national offices of each of the vocational youth organizations. The findings may reinforce many of our notions regarding the value of our organizations and they may also point out weak areas where organization adjustment is needed.

Each of us holds an intuitive feeling regarding the worth of the youth organization in his specific discipline. We know it holds values for its membership. We know it provides incentive and motivation in varying degrees for its members. Yet, we have not been successful in establishing through empirical evidence the degree to which the variety of purposes of the vocational youth organizations is satisfying the needs of the membership.

I do not want to lead you to believe that empirical studies are the only answer to evaluating the effectiveness of our youth organizations, for there are numerous methods and they should all be used to assess as many facets of the organization as possible. We do, though, have need for studies that are generalizable and can be replicated from club to club and from state to state. We also have need for studies that are specific and narrow in scope as well as those studies like the one conducted for Junior Achievement which attempt to assess the general, overall effectiveness of the organization on a national basis.

Before an adequate piece of research that concerns itself with an assessment of youth can be undertaken, some understanding of the subculture of youth is needed. Briefly let me mention several basic understandings that a researcher should be aware of as he attempts to undertake research with youth as the population.

The fear of notoriety and a subcultural norm against "standing out" in the group may lead members of an organization to an almost violent denieal of the existence of leaders (3). Youth, whether in the city of the country, live with pressures to conform to the standards and demands of their own age groups and, at the same time, are faced with the necessity of living within the value patterns of their parents (4). Research suggests that within the group situation the adolescent can feel a sense of power, belonging, and security. He can make decisions in collaboration with his peers that he would never be capable of making alone. It is in the peer group, that by doing the adolescent learns about the social processes of culture. He clarifies his role by acting and being responded to. He learns competition, cooperation, social skills, and purposes by sharing the common life (5).

No clear-cut statement can be made regarding differences in youth's personal adjustment whether he lives in an urban or rural setting. A boy's personal adjustment is about the same for those who live in an urban area as those who live in a rural area, although girl's adjustment (when defined to be at ease with self) is found easier in a rural setting. Boys of high school age, no matter what the grade level, tend to express more pessimism about the world in which they live than do girls. Boys also tend to be more critical of society and education and are more authoritarian than are girls (6).

When the self-concept of the adolescent is examined we note that boys tend to include a greater number of other persons in the self-group than do girls. The larger the self-grouping indicates greater acceptance of others. There may be basic reasons for boys' showing greater acceptance of others. The male adolescent is less restricted in his social contacts and in his mobility. Research again indicates that the greater freedom given to boys leads to greater social inclusiveness, thus accounting for the greater perception of the self as a part of a larger group and more varied groups.

Research further shows a relatively sharp break away from father at about the twelfth grade for boys, which indicates they are reacting to their imminent departure from the parental family. A similar movement away from teacher is found at the same time. The withdrawl of twelfth-grade boys from father and teacher is accompanied by a relatively high self-esteem (7).

Young people today show subtle differences from their peers of the past. There has been a marked increase in the practice of non-competitive sports and adventurous outdoor activities on the part of youth groups. There has also been a lessening of interest in traditional team games.

A creative explosion is taking place today with regard to youth. There seems to be an attempt to foster the development of the "whole man" concept. Our youth demonstrate a marked increase in such activities as do-it-yourself music making, putting on club plays, working with their hands in a creative nature, writing and publishing magazines, painting, sculpting, building transistor radios, and listening to and making tape recordings (8). Contrary to the opinions of many, youth are more creative, more sensitive, more perceptive, and possess more abilities today than did their counterparts of past generations. Perhaps it is this that has led youth into such sharp conflict with regard to the attitudes and values held by adults.

The degree of congruence (referring to the degree to which the younger generation still holds the values, attitudes, and behaviors pertaining to the social structure of which the older generation is a part) is rapidly widening. Research has shown that, in the past, the influence of the home has been one of the most important determinants of a child's school career, the grades he attains, the friends he associates with, and how hard he works. But, more recent studies are showing the tendency toward a less "communal" way of life and a diminishing of the range of primary relationships. There is a tendency for faster social change that will induce an even larger rift between the generations.

There is also an increasing tendency for social organizations to lag behind what is appropriate to the new technological and economic situations of the present. More specifically, the greater "spending power" and wider cultural horizons and aspirations of the adolescent of today are not being accommodated with greater leeway of freedom of choice or in opportunities for the realization of increased potentialities. These facts and tendencies are promoting the growth of radical and deviant peer group phenomena in our society -- the marches, the groups, the Mods and Rockers, the pill takers, all can be seen as reactions to, and a means of escape from, the ambiguous conditions caused by what is commonly referred to as the generation gap (9).

In our high schools the teenagers of today are becoming the seething roots of the student protests of a year from now, for this dissatisfaction does not come totally from the underprivileged stratum of student population, but rather from the more advantaged sector of the student body. Underlying much of this antagonism regarding the attitudes, values and "old left" politics of our generation is youth's often quoted phrase, "You can't trust anyone over thirty." Research data shows a strong distrust of involvement with conventional institutional roles and a desire among many youth to avoid institutional concerns (10). Time's May 30, 1969, issue carried an essay which treated very extensively the confusion now existing for youth when choosing a career (11).

Even in a brief treatment of the youth subculture, one additional area must be touched upon, that of the differing stresses and problems upon youth in the varying socio-economic strata. Many young people today with high social or economic aspirations find themselves stranded in low occupational positions. No matter what the socio-economic background, all adolescents are subject to similar success pressures and aspirations. The degree of the pressure, though, increases with socio-economic background. The higher the strata, the higher the success pressure.

Of greatest importance, though, lies the fact that youngsters from lower socio-economic backgrounds perceive fewer legitimate opportunities to obtain desired success goals than do their peers from upper-and middle-class backgrounds (12).

Perhaps no area offers a better means for bringing adolescents from differing cultural backgrounds closer together than that of our vocational youth organizations. Research points out many problems for youth of lower socioeconomic status with regard to membership in other social and educational organizations. Memberships in organizations outside the school very closely reflect a status bias. It is further seen that membership bias is even greater among girls than boys when it comes to class distinction. Research also shows that even though there are more lower classes in members, the proportion of boys and girls belonging to youth organizations is much greater for middle- and upper-class boys and girls than it is for lower (13). There is underway, though, a concerted effort and genuine interest for youth groups such as Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, 4-H, and Red Cross Youth to integrate their organizations (14).

Hopefully, this only too short glimpse of the youth subculture will contribute to a better understanding and identification of problems relating to research that can be undertaken in the area of vocational youth organizations.

As we begin the development of a list of research priorities, let us keep one important factor in mind: each recommendation for research should have a worthwhile goal or outcome and should contribute something to the body of knowledge in education.

Previously we stated that evaluation of vocational youth organizations should be based on the objectives and purposes of the organization. This, I believe, is our first category of priorities.

Each of the six vocational youth clubs clearly state from eight to thirteen purposes for its creation and existence. From each purpose several types or kinds of research studies can be designed that will evaluate the effectiveness of the purpose for the individual club, a given set of clubs with a district of the state, the total collection of clubs within the state, or an assessment of all local clubs affiliated with the national vocational youth organization.

A second category of priority might be that of evaluating the program or activities of the organization. This too could be done on a variety of levels at which the organization operates. The evaluation could be undertaken to determine whether the program of activities as developed, does indeed, lend to the satisfaction of the purposes of the organization. Although this category does have a direct relation to the first category, it is distinct enough to be considered separately.

A third category of priorities probably should be concerned with an understanding of the various aspects relative to the total environment of the club's present and past members.

To illustrate each category let us look at a simple piece of research that might be undertaken in each area.

Under the first category, I shall develop a simple research strategy using as a base of the study one of the purpose of VICA -- To develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process. This purpose is chosen because in each of the vocational youth organizations there exists a purpose that parallels it to some extent.

Title: A Study to Determine the Extent to Which the Democratic Process is Used in Planning, Organizing, and Working Together in the VICA Program of ____________________ High School.

Statement of Problem: The problem, broadly stated, is to determine to what extent participation in ____________________ High School's VICA organization has led to student's better ability to plan, organize and work together the democratic process.

Research Design: The statistical design will be simple. A control group will be selected from the student body of the school by the paired comparison method, that is it will resemble as closely as possible the members of VICA. This will be accomplished by a search of the school records for students whose age, ability as determined by standardized tests, school grades, and vocational interests most closely parallel the students in the VICA group.

Each group will be administered the California Psychological Inventory in September and again in May. The inventory yields scores in eighteen categories. Several are directly related to the purpose of the study -- dominance, sociability, social presence, self-acceptance, responsibility, socialization, self control, tolerance, and flexibility.

Changes in inventory scores will be looked for and statistically treated by t-tests and analysis of variance. Other information will be gathered on both groups, such as the types and kinds of activities and projects each student participated in during the year, results from other standarized tests given during the year, and school grades of the current year.

If a statistical difference is found in favor of the VICA group, then one can make some educated guesses that participation in VICA is a positive force in fulfilling one of the purposes of the organization.

Another piece of research which might be undertaken would evaluate the effectiveness of a club through its image as seen by a specific segment of the business world. In our example we shall use the DECA organization.

Title: A Study to Assess the Image of DECA in ________ City.

Statement of the Problem: The problem under investigation will be to determine what, if any, positive or negative image the DECA organization has among the business community of ________________ City.

Research Design: A mail survey instrument will be developed and administered that will assess the image of the local DECA organization. A random sample of five hundred businesses will be selected from the Chamber of Commerce list of members; a second sample of respondents will be drawn from the original five hundred for the purpose of conducting one hundred in-depth interviews to validate the findings of the mail survey.

Findings from the mail survey and the interviews will be statistically and normatively analyzed to determine the image of DECA which is held by businessmen in the community. The results of the findings can be used to strengthen or adjust certain aspects of the organization.

Lastly, a design for a study to gain better understanding of the attitudes and values of past members of the organization. For this study, the purpose will be an attempt to gain insight into the attitudes and values of past FHA members, again returning to a club purpose for the base of the study -- To encourage democracy in home and community life.

Title: Attitudes and Values of Selected FHA members from 1960-1965 in ________ City.

Statement of the Problem: The problem, stated in general terms, will be to assess the attitudes and values of women who were members of the FHA programs in ________ City from 1960-1965 in relation to their social, racial-ethnic, and personal values.

Research Design: An instrument will be developed that will assess the social, racial-ethnic, and personal values of past members. The instrument will also be administered to an equal number of women in the community who have never been FHA members.

The findings will be analyzed in relation to both groups to determine whether past members of FHA organizations differ significantly in their attitudes and values from women who have never been associated with FHA.

Now, it is obvious that each research strategy is rough and could use considerable polish and other refinements to give it strength, but I would hope that each may trigger other research strategies for the group that would aid in the evaluation of youth organizations.

A listing of research priorities, then, should contain the following:

1. Evaluation of purposes and objectives of youth organizations
2. Assessment of the effectiveness of the program of activities of the organization
3. Understandings related to a variety of aspects of past and present members

4. Other areas of study:

   a. Determining status of the organization as seen by business, students (non-members), adults, and others
   b. Follow-up of members, regarding characteristics, values, feelings, etc.
   c. Cost-benefit values of the organization
   d. Long range study of past members
   e. Assessment of the impact of past members of society
   f. Employment patterns of past
   g. Mobility and socio-economic status of recent members
   h. Determining creativity in present members
   i. Assessment of current problems of youth
   j. Understanding the transition from school to work

It would be appropriate to examine several kinds of research techniques that can be used when examining these priorities. In each piece of research, the investigator must select from a common reservoir the best available methods, or particular set of methods he will follow in obtaining his research findings. We refer to this set of selected methods as the research design.

When we examine the literature on research methodology that has relevance for conducting research concerning vocational youth organizations, there seem to be four general headings that are appropriate: (1) Experimental method design, (2) Observation techniques, (3) Sociometry, and (4) Questionnaires.

It is not possible to treat each of the previous kinds of research techniques with any degree of sophistication, as it is most common for each to be the topics of an entire university course; but a description of each is offered.

Experimental Method Design:

A major characteristic is that it allows for direct manipulation of experimental treatments. The treatments will vary greatly from study to study, their specific characteristics being determined by the hypotheses under investigation.

In experimentation, the variable that is manipulated is the independent variable. A dependent variable, sometimes called a criterion variable, is asked to respond, as its effects depend upon the presence of absence of the independent variable. Dependent variables often consist of test scores, rating scores, interview responses, questionnaires, or direct observations.

Observation:

Observations fall into three general categories: group, individual, and experimental.

Groups can be studied by direct observation regarding the lives of the members. Observations can also take the form of slanted interviews or studies of individual personalities, daily scenes, and occurrences in the lives of members of the groups.

Case histories of individuals can be built from interviews either with the subject alone or additionally with persons close to the individual to supplement what he says. This method is uesd to see the different ways in which the subject's character and career are viewed by different people with regard to his role in society, his qualities, defects, and his actions in the community.

Experimental observations are comparative experimental studies on small random samples from a population strata. They are determined by hypothesis without representativeness necessarily being aimed at.

Sociometry:

The use and analysis of sociometric data allows the researcher to observe dimensions of behavior which emphasize the importance of "liking" or "disliking" relationships. The investigator might ask group members to say whom or what they like or dislike without specifying a specific criterion or specific criteria might be imposed for making a decision. The technique permits an inter-comparison of different group potentialities, group preferences, or individual preferences.

Questionnaires:

In many ways the interview, a form of the observation, and the questionnaire are alike. Each attempts to elicit the feelings, beliefs, experiences, or activities of the respondent. Each involves a format which can be structured or instrumented as the situation demands. But, where the major advantage of the interview is flexibility, the major advantage of the questionnaire is one of economy. The questionnaire then can represent the means of gathering information for a specific purpose on a large sample.

In the foregoing brief explanation of research designs, each can be modified and combined to fit any research that might be undertaken to evaluate the effectiveness of vocational youth organizations. They are only limited by the imagination of the researcher.

FOOTNOTES

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[2] Ibid., A-116.

[3] Malcolm W. Klein, "Factors Related to Juvenile Gang Membership Patterns," Sociology and Social Research, 51 (October, 1966), 49.

[4] Bernice M. Moore and Wayne H. Holtzman, Tomorrow's Parents (Austin: University of Texas Press, 1965), p. 89.

[5] Muzafer Sherif and Carolyn W. Sherif, Problems of Youth: Transition to Adulthood in a Changing World (Chicago: Aldine Publishing Co.), p. 21.

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[13] Charles E. Ramsey, Problems of Youth: A Social Problems Perspective (Belmont, California: Dickenson Publishing Co, Inc., 1967), pp. 80-87.

[14] Marie Wynne Clark, "The Changing World of Youth Groups," NEA Journal, 57 (February, 1968), pp. 10-14.

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AN APPLICATION OF COST-BENEFIT ANALYSIS TO YOUTH ORGANIZATIONS

Dr. Teh-Wei Hu*

INTRODUCTION

This paper intends to introduce the concept of cost-benefit analysis and its possible application to youth organizations. The Institute has posed two major questions for me to discuss: 1) "Of what value could cost-benefit studies be to youth organizations" and 2) "what are the techniques utilized in cost-benefit analysis?" Essentially, the first question, if I put it simply, would be why cost-benefit analysis for youth organizations; while the second question would be how to employ cost-benefit analysis for youth organizations. Before I answer these two questions, I think a presentation of the background of cost-benefit analysis would be very helpful. Namely, what is a cost-benefit analysis.

The plan of this paper, therefore, will be as follows: First, the usefulness of cost-benefit analysis for decision making will be discussed. This section should answer both questions of what and why. Second, an effort will be made to describe the steps involved in a cost-benefit analysis, and the criteria for decision making. Finally, an illustration of the application of cost-benefit analysis to youth organizations will be presented.

THE USEFULNESS OF COST-BENEFIT ANALYSIS

Economics is a science of rational choice. It is this nature that constitutes the theoretical basis of cost-benefit analysis. That is, cost-benefit analysis is just an application of certain fundamental principals of economics to actual problems of decision making. In this sense, the principals of cost-benefit are nothing new, but as old as economics itself.

A basic assumption in economics is that goods are scarce and that consumers prefer to have more goods rather than less. Therefore, it is generally desirable to employ a given amount of resources (costs or inputs) in those uses where they can produce the most satisfaction (benefits or outputs) to consumers. Or, stated alternatively, it is desirable to achieve a given level of satisfaction with the least resources. Following this reasoning, economists view problems of decision-making, both at the household level and at the governmental level, as either of maximization of the benefits (the satisfaction gained), or minimization of the costs (the resources used). The essence of cost-benefit analysis lies in its ability to evaluate the total value of benefits against the total costs for a specific project. The comparison between benefits and costs among alternative projects will provide the decision maker with the basis for a rational choice.

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Let us consider the problem of rational choice at two levels: the household and the government. At the household level, we have always faced scarcity - scarcity of resources as compared to wants. Also, we have always operated with budget constraints. Therefore, we have all assessed whether, for example, the increase in benefits (or satisfaction) we would derive from the purchase of a Buick rather than a VW is justified by its extra cost -- that is, would we obtain even more satisfaction by taking the differential and using it elsewhere, for instance to buy a new refrigerator, a washing machine and dryer? In other words, how does a Buick compare with a VW plus a refrigerator, a washer and dryer? These are the kinds of questions being asked by the housewife herself in most of her of her shopping. The assessment of these questions involves a cost-benefit analysis, only the housewife is not aware that she is performing a cost-benefit study. In that sense, all of us, as individuals, have utilized the economist's thought patterns in our daily life.

The same patterns are used by the government. With its limited resources, the government has to spend money on various programs, such as education, welfare, defense, etc. Effectiveness becomes more than a matter of saying that a matter of saying that a program is likely to do some good. The benefits must justify the costs. Therefore, comparison of the effectiveness among alternative programs must measure the amount of benefits accomplished per unit of resource input.

One of the earliest applications of cost-benefit analysis was undertaken in the early 1950's in the United States Army, in the activities of the Engineers Corps with respect to navigation and rivers from there, this form of analysis was adopted by the Interior Department and Defense Department. The results were very successful. In 1965, President Johnson directed all federal government departments to introduce this analysis into their operations. Lately, cost-benefit analysis has been applied to the fields of education, health, urban renewal, government research and development, and many other areas.

There are several alternative names for cost-benefit analysis, such as cost-effectiveness analysis, and systems analysis. Each has the same objective but with a slightly different emphasis. System analysis is the broadest concept, implying cost-benefit analysis, cost-effectiveness analysis and even operations research. The difference between cost-benefit analysis and cost-effectiveness analysis is that the former is concerned with the assessment of both costs and benefits in dollar terms, while the latter does not have to measure benefits in terms of dollars, but in the form of a certain index of effectiveness. This is because the benefits of some programs, such as good citizenship in educational programs, the value of life in health programs, or the weapon system in defense programs, are not easily, and should not be, measured in dollar terms.

The value of applying cost-benefit studies to youth organizations is now apparent. Each youth organization, such as FFA, VICA, FHA, and FBLA has a given amount of resources. These resources are not only in terms of financial funds, but also in terms of the valuable time that each member devotes to the organization's activities. One may wonder whether these resources are suitably utilized to achieve the objectives of the organization? Is there a way in which one can evaluate the degree of successfulness and what improvement is needed in order to achieve the most effective way of allocating the organization's resources? My answer is yes, if we can quantify the objectives of the youth organization and the resources used by the youth organization. We will illustrate the application in the section following our discussion on the methodology of cost-benefit analysis.

THE METHODOLOGY OF COST-BENEFIT ANALYSIS

Cost-benefit analysis normally comprises several steps. The first and most important step is the identification of the costs and benefits of a given program. This procedure may appear to be simple and obvious, but in practice it raises a number of fundamental issues of methodology and economic theory. When considering costs, for instance, should the tax exemption to a public school system be considered as a cost or not? Should we consider the earnings foregone for a student while he is attending school as a cost? If these examples are considered as costs, to whom are they costs?

On the benefit side, the difficulty is even worse. First we must agree on the purpose of the program or the effect to which we look forward. Too often we adopt a program without serious thought about the specific goals of this program. Even if we consider these goals and purposes, we often find that the goals are ambiguous and vague leading to difficulties in the evaluation of the costs and benefits of the program.

Second, we have to qualify and to measure costs and benefits wherever possible. It is desirable that the list of benefits and costs both private or social, be expressed either in monetary terms or indices in order to arrive at an estimate of the net benefits of a program. Benefits and costs are usually measured by the price mechanism through the workings of the market forces of supply and demand. In certain circumstances, however, market forces may fail to reflect all costs and benefits. This is the fundamental distinction between private and social costs and benefits. Therefore, the quantification of all costs and benefits of a program is difficult, if not at times virtually impossible. For example, how do we measure an increase in the amount of education? Are test scores a sufficient measure? If so, are they predictive of future progress?

Fortunately, the measurement of costs and benefits are not all that discouraging. It is often possible to find proxy measures for the objectives of a program. For instance, test scores may be a proxy for the amount of education, and school attendance rates are not unrelated to the amount learned, so forth. Thus we do need some sophistication, some imagination in developing proxy measures. However, in using proxy measures, we must be careful to guard against a tendency to let the measurable facts determine the aim of the program.

Finally, a comparison must be made of the benefits and costs of the program. The basic criterion for choosing a desirable program among various alternatives is to select the one with the maximum net present value of benefits (total present value of benefits minus the total present value of costs). We talk of the present value of benefits (or costs), meaning that we should consider not only the current benefits (or costs) but also the future benefits (or costs) which have been discounted into present values to take account of the time factor.

This basic investment criterion provides us with three alternative criteria to evaluate a program: the benefit-cost ratio, the internal rate of return, and the present value of net benefits. The benefit-cost ratio uses benefits as the numerator and costs as the denominator. A program should have a benefit-cost ratio larger or equal to one in order to be worthwhile. The higher the ratio, the greater the payoff. A program with a ratio of 5 is therefore to be preferred to a program with a ratio of 2. Effectiveness thus can be measured by the benefit-cost ratio.

The internal rate of return is the rate of return which makes the discounted value of costs equal to the discounted value of benefits. We can compare this rate against rate representing the rate of social or private investment. If the rate of return for the program is higher than the interest rate for social or private investment, then the investment in this program would be worthwhile. If all the alternative programs have higher rates of return than the interest rate, we should choose the program with the highest rate of return.

The present value of net benefits is the difference between the discounted value of the benefits streams and the costs streams. We choose, of course, the program with the largest net present value.

Given real world constraints, the results of each criterion is, therefore, crucial, depending upon the specific circumstances of the study. Moreover, in order to apply these criteria, cost-benefit analysis has to make assumptions as to the size of the rate of interest which is to be used in discounting.

I have so far discussed the outline of the method for conducting a cost-benefit analysis. Before I start to illustrate the application of cost-benefit analysis to youth organizations, I would like to note some of the weaknesses and dangers in using a cost-benefit analysis.

First, the type of cost and benefit measures used often leads to the omission of important considerations. We must recognize that these are merely partial or proxy measures for the total costs and benefits.

Second, when we compare the effectiveness of two programs, the investment criterion gives us only measurable information. The use of these investment criterion will be valid only if the other non-measurable benefits and costs are the same for all these alternative programs.

Third, in estimating the benefits and costs for a program based on actual data, economists often make several strong assumptions in order to adopt these data for the purpose of evaluation. Therefore, it is important for the decision maker to examine these assumptions and to question the judgements before he uses benefit-cost ratios.

Finally, the benefit-cost ratio may be very misleading if it is calculated for the program as a whole. We are interested in the effectiveness of resources at the margin. The ratio for the program as a whole may provide misleading guidance for incremental decisions.

AN ILLUSTRATION OF COST-BENEFIT ANALYSIS FOR YOUTH ORGANIZATIONS

There are a number of youth organizations, such as the FFA, FHA, FBLA, VICA, and others. Each of these organizations published a bulletin in which they stated the purposes and aims of their organization. For the purpose of illustration, I use FFA as an example to show how to identify and evaluate the costs and benefits of this organization.

First, we should review the aims and purposes of the FFA so that we can identify the objectives (or outputs) of this organization. There are twelve objectives listed in the bulletin:

1. To develop competent, aggressive, rural and agricultural leadership.

2. To create and nurture a love of country life.

3. To strengthen the confidence of farm boys and young men in themselves and their work.

4. To create more interest in the intelligent choice of farming occupations.

5. To encourage members in the development of individual farming programs and establishment in farming.

6. To encourage members to improve the farm home and its surroundings.

7. To participate in worthy undertakings for the improvement of agriculture.

8. To develop character, train for useful citizenship, and foster patriotism.

9. To participate in cooperative effort.

10. To encourage and practice thrift.

11. To encourage improvement in scholarship.

12. To provide and encourage the development of organized rural recreational activities.

To measure or to quantify these twelve objectives, I propose to consider the following measurements: 1) the scholastic performance of members at the school for item 11, 2) the length of time the FFA member stays at the farm after graduation for items 2 and 3, 3) the farm earnings, farm savings, and the farm size of the FFA members due to their association with this organization for items 1, 4-7, and 10, and 4) the voting behavior and the participation in civic organizations of the FFA members after graduation for items 8, 9, and 12. Out of these four measurements, only the third measurement can be measured in money terms, the others can be measured in indices.

The costs of this organization would be 1) the financial funds used in the FFA and 2) the amount of time each FFA member has spent on the activities in this organization. The value of time maybe more appropriate.

When we evaluate the effectiveness of the FFA, what is the alternative to FFA with which we compare? One of the alternatives is the performance of non-FFA members. Therefore, we should collect (1) a control group, composed of those farmers who were not members of FFA, and (2) an experimental group, composed of farmers who were former FFA members. In order to measure the net effectiveness of FFA, we should also control those socio-demographic variables such as race, sex, location of residence, family background, IQ, etc., since these factors will also affect the performance of a fellow farmer.

Once we have obtained these net benefits due to the FFA contribution, we can compare them with the costs of FFA operations, and thus the effectiveness of the FFA can be evaluated according to the investment criteria.

CONCLUDING REMARKS

In this paper I have discussed the three basic questions in cost-benefit analysis: namely, *what* is cost-benefit analysis, *why* use cost-benefit analysis, and *how* is cost-benefit analysis employed. Based on these discussions, a short illustration of the application of the cost-benefit analysis to FFA was presented.

It is my judgement that cost-benefit analysis can be a useful technique for evaluating the effectiveness of youth organizations. I suggest that this evaluation tool can help us to think the problem through, to specify objectives more carefully, and to learn a lot in the process of evaluation. It would be unwise to reject the attempts to measure, and to continue to rely on vagueness and purely subjective judgements.

However, we should not accept these cost-benefit evaluations without questioning. They are not final answers and they do not tell us everything. It is only if we can recognize the limitations of cost-benefit analysis, that we can be discriminating and not fall prey to going too far in being skeptical or in acceptance.

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EVALUATING THE EFFECTIVENESS OF YOUTH PROGRAMS AND ACTIVITIES

Dr. Phillip R. Teske*

The value of youth organizations as teaching devices in vocational education was explored in the previous National Seminar held in June, 1967 in Kentucky. The very successful 1967 Seminar, conducted by Dr. Harold Binkley and his staff, made a significant contribution to the further development of the philosophy and knowledge on how and why youth organizations are of real value in the educational processes. As you know, the 1967 Seminar set the stage for and provided the justification for this 1969 Seminar.

The Committee which evaluated the 1967 Seminar was "...unanimous in its belief, and very strongly so, that there should be another national youth leadership seminar for vocational personnel during the Summer of 1968, and that appropriate plans should be undertaken now to see that such a seminar will become a reality in 1968". The Evaluation Committee are recommended that, among other things, "evaluation of the effectiveness of youth organizations" should be considered by the proposed 1968 Seminar participants.

Unfortunately, and for a variety of reasons, the 1968 Seminar did not occur-but fortunately a 1969 Seminar is in process. I had the privilege of attending the 1967 Seminar, and I am pleased to be participating in your 1969 Seminar. The "feed back" comments I have received indicate that up to this point you have had a very successful seminar.

The proposal for this Seminar specifies "the primary purpose is to provide an inservice seminar which will give the participants the opportunity to develop or utilize existing techniques, tasks, and evaluative criteria which will update and strengthen the role of youth organizations in vocational education". One of the major objectives of the Seminar is "to develop evaluative instruments for use in measuring the effectiveness of youth organizations as a part of vocational education". Toward the accomplishment of this objective, your seminar planning committee has asked us to address ourselves to three questions:

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(1) What are the common goals and objectives of youth organizations?

(2) What are the new common goals and objectives of youth organizations in terms of the redefinition of the role of youth organizations in vocational education?

(3) What evaluative instruments can be used or developed to measure the effectiveness of the operations of youth organizations?

The possible answers to these questions are restricted by two definitions given us by the project staff (1) that a youth organization is that structure provided within the vocational curriculum which has as its primary objective the development of leadership, informed followership, citizenship and scholarship; and (2) Youth activities are those (learning) experiences engaged in by students, structured within each vocational program, to develop leadership, followership, citizenship and scholarship. These definitions are restrictive because they imply there are only three objectives of youth organizations in vocational education -- those are (1) to further develop the leadership, and hence followership, abilities of the individual, (2) to further develop the citizenship abilities of the individual, and (3) to develop the scholarship abilities of the individual.

(Leadership refers to the position, function or guidance of a leader-one who leads. Citizenship refers to the duties, rights and privileges of a citizen, a member of a state or country. Scholarship refers to the possession of knowledge gained by study; quality of learning and knowledge.)

What about the rest of the individual -- aren't we to be concerned with educating the total individual? We say that "learning is changing the behavior of the individual" and that youth organizations are an integral part of vocational education -- thus, we are dealing with the total individual! Is it just possible that the one and only purpose of vocational education youth organizations is to further develop individuals such that they can lead a happy, satisfying life and earn a living in our social-economic-political-cultural system? In short, that our task is to build men and women!

As leaders of youth organizations in vocational education, we have maintained that our youth organizations are integral parts of vocational education. The FFA Manual says "...the FFA is an integral part of the instructional program ... a teaching tool. Students must be enrolled in vocational agriculture to become eligible for membership. The "Official Guide" of VICA notes that the Vocational Industrial Clubs of America is a national organization of youth -- boys and girls enrolled in secondary industrial education. The FHA is a national organization of girls and boys studying home economics in the junior and senior high schools. Any student enrolled in a junior or senior high school who is taking or has taken home economics may become a member. Each of the other youth organizations professes a similar position.

As professional vocational educators who have maintained that vocational education is a vital part of total education -- and that vocational education is to prepare a person to earn a living. So now we must ask ourselves what is the purpose of education in America. That is, if we can agree on the purposes of education in America, then we can ask ourselves how vocational education contributes to that objective, and how vocational youth organizations contribute to these objectives.

There are those who say the aim or purpose of education is to train an individual to think. Other persons and groups give different purposes. So far as I am concerned, the aim or purpose of education is to prepare and assist the individual to lead a happy, satisfying life as an adult member of our society. Our Nation maintains a system of public education charged with that responsibility. Further, we have a National policy, established by customs, traditions and laws, that every individual has a basic right to: (1) equality of opportunities to secure an education, (2) the highest quality of education that can be provided with the knowledges and resources available and (3) education that is relevant to his needs, interests, abilities and aspirations. The Vocational Education Act of 1963, and the Vocational Education Amendments of 1968, are legal examples of that National policy.

Section 101 of P. L. 90-576 says "...persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and abilities to benefit from such training..."

Section 108 of P. L. 90-576 defines vocational education as training or retraining given in schools or classes conducted as a part of a program designed to prepare individuals for gainful employment.

In the final report of the 1967 National Seminar, it is noted the primary purpose of youth organizations is to motivate students and to improve instruction. The final report also contains the note "...Despite the fact that youth organizations have been a vital part of vocational education for many years, they are often not used to their fullest potential in improving the quality of instruction..."

As leader of a vocational education youth organization, each of you are familiar with the purposes and objectives of your particular organization. The objectives are also stated in official publications of each of the organizations, hence I shall not repeat them here.

At the 1967 Seminar, Floyd Johnson, past-president of the AVA, presented his views on the common aims and purposes of vocational youth organizations. Mr. Johnson's list is as follows:

1. To develop competent, aggressive leadership.

2. To strengthen the confidence of young men and women in themselves and their work.

3. To create more interest and understanding in the intelligent selection of occupational choices.

4. To encourage members to improve their home, school and community.

5. To encourage members in the development of individual projects and in establishing themselves in a business of their own.

6. To develop character, train for useful citizenship, and foster patriotism.

7. To participate in cooperative effort.

8. To encourage and practice thrift.

9. To encourage improvement in scholarship.

10. To encourage the development of organized recreational activities.

11. To encourage participation in worthy undertakings which will improve vocational education in the various fields, and

12. To promote international goodwill and understanding.

A study of the task force committees of the 1967 Seminar suggests the common aims and purposes of youth organizations include but are not limited to:

1. To develop belongingness among and between students who have similar interests.
2. To develop a feeling of pride in achievement.
3. To develop leadership and followership abilities.
4. To assist the individual to become more employable.
5. To vitalize and enrich the instructional program.
6. To develop self confidence.
7. To develop skills necessary for employment in an occupation of the individual's choice.
8. To develop the spirit of cooperative effort.
9. To teach respect for all types of useful labor.
10. To motivate the individual to improve his scholarship.
11. To develop desirable levels of social conduct.
12. To develop respect for the worth and rights of others.
13. To develop ability and willingness to accept responsibility as an employee, citizen, and adult, and
14. To develop social and recreational skills.

What do you think are the aims, purposes and objectives of education, of vocational education, of vocational education in each specific occupational area, and of the youth organization of the specific occupational program. If we can agree on the answer to that question, we can derive a set of meaningful, attainable common goals and objectives of youth organizations. Such objectives should specify the type of end-product individual we want to produce through youth organization activities.

EVALUATION

Now let us consider the problem area of evaluating the effectiveness of youth programs and activities.

Given a set of valid objectives, the process of evaluation consists of determining whether or not the specified objectives have been attained. Has the mission been accomplished. Educationally, evaluation is the process of determining the value of a specific type of activity.

Education is not measurement. It is a process. It is an intrinsic part of the inter-related activities of reviewing past experiences, establishing objectives, planning activities, conducting the program, and assessing the results. In the final analysis, evaluation envolves someone making a subjective judgement regarding the values of some activity. One can also think of evaluation as the process of determining which is the better of two or more given alternatives.

There are some basic principles or guidelines on evaluation. For example: (1) Decisions about evaluation should be an integral part of the planning phase of program design. (2) Evaluation should contain an element of measurement. (3) Evaluation should follow a systematic design.

I happen to prefer the use of a "program of work" approach to evaluation. (1) What is the Objective? (2) What activities should be performed? (3) How well was each activity performed?

APPENDIX F

1967 KENTUCKY INSTITUTE -
EXCERPTS LISTED

Duane L. Blake, "Emerging Concepts of Youth Organizations and Their Purposes," *National Seminar to Improve the Use of Youth Organizations in Vocational Education As Teaching Devices*

George L. Luster, Director (Final Report, No. 7-0494. Washington, D. C.: U.S. Office of Education, Bureau of Research, October, 1967), p. A-4/p. A-7.

Floyd Johnson, "Youth Organization As Teaching Devices," p. A-12-13.

Committee Reports, "The Role of Youth Organizations in Vocational Education," p. A-23-24.

Leadership, "Future Farmers, Why Are We Here?" p. A-32-34.

James W. Warren, Jr., "Involvement of Disadvantaged Students in Vocational Youth Organizations," p. A-40-46.

Committee Reports, "Conducting Leadership Training Programs," p. A-46-47.

Glenn Z. Stevens, "The Place of Research in Youth Organizations in Vocational Education," p. A-115-119.

Earl Kantner, "Evaluation of Youth Organizations," p. A-120-124.

APPENDIX G

EDUCATIONAL THEATRE

ARABESQUE (7 minutes) by 15-year-old Nancy Linde of 92nd Street YW-YMHA, poignantly depicts a high school girl who is alone in a crowd and alone with the world.

DON'T MESS WITH US (5 minutes) by Alajandro Lopez, Age 19, illustrates how a high school student leads an insurrection in the classroom.

A PARK CALLED FORSYTH (12 minutes) by Jesus Cruz, Age 17, explores the teen gang structure and makes compassionate comment on the roots of hate and violence.

FROM: Children's Cultural Foundation, 325 East 57th Street,
New York, New York 10022.

NO REASON TO STAY (B/W - 29 minutes) A high school student, better than average academically, becomes a dropout. This is the story of his rebellion--focused on what he dropped out from.

This film was developed from a script written by a young man of the same age as the dropout it features. It is an indictment of The System. It is a rebellion against dull rounds of drill, against rote and routine, against lack of the meaningful in the classroom. As such, it could represent just one young man's biased view of his education. Or it could represent much more than that--and a rebellion felt, if not expressed as pointedly, by many students today.

FLOWERS ON A ONE WAY STREET (B/W - 60 minutes) The story describes the efforts of young people to move the city government into providing recreational area.

TEENAGE REVOLUTION (B/W - 50 minutes) Teenagers -- people on the verge of adulthood -- caught between two worlds. Rebellion of conformity? In today's rapidly changing society, we see the wide diversity of their activities and their attitudes. We see their faults; we see their good points. We sympathize with their problems. Narrator: Van Heflin.

FROM: Films Incorporated, 1144 Wilmette Avenue, Wilmette,
Illinois 60091.